QUEENS UNIVERSITY OF CHARLOTTE

2014-2015 CATALOG

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Queens University of Charlotte

2014-2015 Catalog
Undergraduate and Graduate Programs

About Using this PDF Catalog:

The navigation bookmarks on the left side of your screen function as an interactive table of contents. They will allow you to quickly find sections of interest and move easily through this document. You can expand and collapse the bookmarks by clicking on the +/- symbols. The Catalog also contains many internal links to other sections of the Catalog as well as links to web pages. You can then use the bookmarks to return to your original page.

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Queens University of Charlotte is committed to the principles and practices of diversity throughout the University community. Women, members of minority groups and individuals with disabilities are encouraged to apply for admission. Queens does not discriminate on the basis of race, color, creed, gender, age, sexual orientation, national and ethnic origin or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

This catalog was prepared and published by the Office of the Registrar in August 2014. Its purpose is to provide a comprehensive, accurate and useful catalog which fully describes the academic programs, policies, regulations and requirements of the University. The publisher has attempted to present information that, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the University. However, it does not establish contractual relations. The University reserves the right to alter or change any statement contained herein without prior notice, and while the publisher has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors occasioned by mistakes.

2014-2015 Academic Calendar

The most current and complete official academic calendar can be found on web page of the Registrar's Office.
Academic calendars for the MFA and on-line programs can be found on the web page of the Registrar's Office.

UNDERGRADUATE AND GRADUATE PROGRAMS

*** see the Registrar's web site for MFA and on-line program calendars*

	FALL TERM	SPRING TERM
Classes Begin	August 25	January 12
Holiday	September 1	January 19
Convocation	September 9	February 10
Holiday	October 13-14	March 8-15
Last day to Withdraw from a course	October 24	March 20
Holiday	Nov 26-30	April 3-5
Classes End	December 5	April 27
Reading Day	December 6	April 28
Examination Period	December 8-13	April 29-May 5
Commencement Ceremonies		May 8-9

MCCOLL SCHOOL OF BUSINESS GRADUATE PROGRAMS

	FALL TERM	SPRING TERM
Classes Begin	September 2	January 12
Holiday		January 19
Last day to Withdraw from a course	October 24	March 20
Holiday	October 13-14	March 8-15
Holiday	Nov.26-30	April 3-5
Classes End	December 6	April 27
Examination Period	December 8-13	April 29-May 5
Commencement Ceremonies		May 8-9

2015 SUMMER SESSIONS

Undergraduate and Graduate Programs

	Summer 1	Summer 2	Summer 3
Classes Begin	May 18	May 18	June 29
Fourth of July Holiday	July 4	--	July 4
Classes End	July 31	June 19	July 31
Examination Period	August 3-6	June 22-25	August 3-6

Directory

To communicate with the University:

Switchboard: (704) 337-2200 or (800) 849-0202
Address:1900 Selwyn Avenue, Charlotte, NC 28274-0001
Email: admissions@queens.edu
Web Site: http://www.queens.edu/

Please use the following list for address inquiries or to schedule appointments. If you need an individual's telephone number please call the University number above and an operator will be happy to connect you.

704 337-2324	Academic Affairs
	Admissions
704 337-2212	Admission-Undergraduate
704 337-2313	Admission-Graduate Programs
704-337-2314	Admission-Hayworth School of Graduate and Continuing Studies
704 337-2224	Admissions-Graduate Business
704 337-2256	Alumni Relations
704 337-2509	Athletics
704 337-2306	Campus Police
704 337-2372	Campus Services
704 337-2209	Center for Student Success
704-337-2596	Center for Active Citizenship
704-688-2848	Center for Ethics and Religion
704 337-2324	Center for Advancement of Faculty Excellence
704 337-2251	Queens Learning Institute
704 337-2309	Executive Leadership Institute
704 337-2291	Chaplain
704 337-2227	Dean of Students
704-337-2568	Dean of University Programs
704 337-2401	Everett Library
704 337-2489	Executive MBA Program
704 337-2560	Facility Rentals
704 337-2225	Financial Aid
704 337-2253	Hayworth School of Graduate And Continuing Studies
704 337-2220	Health & Wellness Center
704 337-2385	Human Resources
704 337-2337	Internship & Career Programs
704 337-2516	Institutional Research & Assessment
704 337-2533	The Center for International Education
704 337-2262	Media Services
704 336-2499	MFA Program
704 337-2320	Office of Diversity and Inclusion
704 337-2580	NC Teaching Fellows Program
704-337-2582	Office of Research and Sponsored Programs
704 337-2216	President's Office
704 337-2428	Professional Golf Management Program
704 337-2324	Provost's Office
704 337-2242	Registrar
704 337-2464	Residence Life
704 337-2373	SELA: School Executive Leadership Academy
704 337-2311	Service Center (mail)
704 337-2809	Sports Information
704 337-2263	Student Activities
704 337-2508	Student Disability Services
704 337-2225	Student Financial Services
704 337-2323	Information Technology Helpdesk

Colleges and Schools

704 337-2463	College of Arts & Sciences
704 337-2234	McColl School of Business
704 337-2397	Knight School of Communication
704 337-2580	Cato School of Education
704 337-2276	Presbyterian School of Nursing
704 337-2519	Blair College of Health
704-337-2253	School of Graduate & Continuing Studies

Queens University of Charlotte

Queens University of Charlotte is a student-centered, comprehensive, private university affiliated with the Presbyterian Church (U.S.A.). With a foundation in the liberal arts and a commitment to excellence in education, the university serves the needs of a diverse co-educational student body with a variety of undergraduate and graduate programs.

Queens offers students learning experiences through the College of Arts & Sciences, the McColl School of Business, the James L. Knight School of Communication, the Wayland H. Cato, Jr. School of Education, the Presbyterian School of Nursing and the Andrew Blair College of Health. In addition to traditional undergraduate and graduate programs, Queens also offers evening, weekend and online programs for nontraditional and graduate students.

In all of its programs, Queens emphasizes active and collaborative learning, meaningful student-teacher relationships, a creative synthesis of the liberal arts with the world of work, and the value and necessity of lifelong learning.

VISION

Queens will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community.

MISSION

Queens provides transformative educational experiences that nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

VALUES

To fulfill its mission and its vision, Queens acts upon the following values:

- **Focus on Students**
  We value the factors which foster student success: an intimate learning environment, excellence in teaching and intellectual curiosity. At Queens, education is also grounded in the liberal arts tradition, that is, one which develops critical thinking, creativity, communication, commitment to ethical behavior and responsible citizenship. This foundation leads to successful and fulfilling lives.

- **Integrity and Respect**
  We value a sense of caring and community; seek to promote diversity and a respect for all people; and recognize the importance of personal integrity and ethical action.

- **Stewardship**
  We value, and are committed to, those who learn and work at Queens, and we are proud of our university. We will responsibly manage our heritage, resources and reputation in the community to ensure we remain a source of pride for students, faculty, staff, donors and alumni.

- **Creativity and Innovation**
  We value creative, as well as innovative thinking and acting, both in the classroom and in the community to advance Queens toward its vision to be a leading comprehensive university and a community asset.

- **Service**
  We value responsibility and service to the society at large in keeping with our Presbyterian connection and as expressed in our motto, "Not to be served, but to serve."

Accreditation

Queens University of Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and School to award associate, bachelors and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404 679-4500 for questions about the accreditation of Queens University of Charlotte.

The business programs of Queens University of Charlotte are accredited by AACSB International - The Association to Advance Collegiate Schools of Business, AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602, phone 813-769-6500.

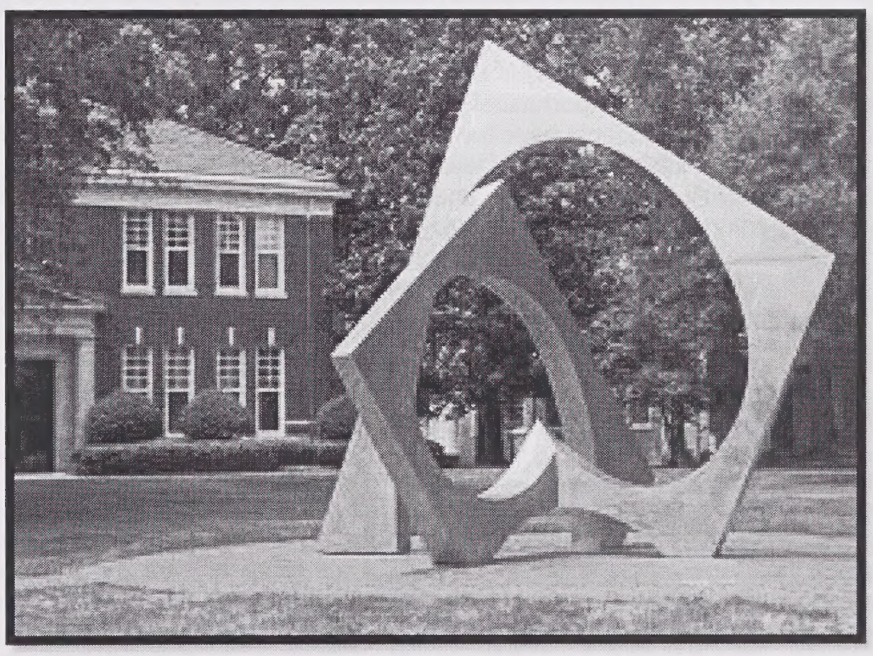
National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction have fully accredited the education programs.

The Bachelor of Science in Nursing program and the Master of Science in Nursing program at Queens University of Charlotte are accredited by the Commission on Collegiate Nursing Education , One Dupont Circle NW, Suite 530, Washington DC 20036-1120, (202) 877-6791.

The University's programs in music are accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248, and phone (703) 429-0700.

The Bachelor of Music in Music Therapy is approved by the American Music Therapy Association (AMTA) 8455 Colesville Road, Suite 1000, Silver Spring, Maryland 20910, phone (301) 589-3300

Queens is also approved for veterans education.



Colleges and Schools of the University

Courses leading to baccalaureate and masters degrees are offered by the College of Arts & Sciences, the McColl School of Business, the Knight School of Communication, the Cato School of Education, the Presbyterian School of Nursing and the Blair College of Health.

The College of Arts and Sciences

The mission of the College of Arts & Sciences is to draw on intellectual traditions to cultivate a life of integrity, foster inquiry, spark imagination, nourish the spirit, and prepare students to serve and to lead, embracing the challenges of a complex world. The College of Arts and Sciences is comprised of 12 departments, and offers 28 undergraduate majors and 60 minors. At the graduate level the College of Arts and Sciences offers a Master of Fine Arts in creative writing, the Master of Arts in music therapy, and the Master of Arts in interior design. The Cato School of Education is also housed in the College of Arts & Sciences and offers a variety of teacher licensure programs as well as a Master of Arts in Educational Leadership, a Master of Arts in Teaching, and a Master of Education in Literacy.

The McColl School of Business

The mission of the McColl School of Business is to educate students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities. The McColl School prepares individuals for careers by providing high quality, innovative undergraduate and graduate business education, and offers a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond. Students have the opportunity to develop business and management abilities in preparation for responsible positions of leadership in the world of commerce and practical affairs. The McColl School of Business offers the undergraduate majors in business administration, accounting and finance leading to the Bachelor of Business Administration degree. At the graduate level the McColl School of Business offers three distinct programs leading to the Master of Business Administration degree: the Professional MBA program, the Online MBA program, and the Executive MBA program, as well as the Master of Science in organization development and the Master of Science in executive coaching.

The James L. Knight School of Communication

The mission of the James L. Knight School of Communication is to prepare consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve. In its academic programs and community initiatives the Knight School is discovering how universities can shape their local media ecosystems. Graduates serve as leading practitioners in journalism, media industries, advertising, public and community relations, law, human resources, sports enterprise, corporate and organizational communication, and in strategic business, community, civic and governmental leadership. The Knight School of Communication offers an undergraduate major in communication, and an undergraduate major in journalism and digital media. Degree programs provide students with a solid liberal arts education alongside practical training in traditional and emerging media forms, and critical training in communication studies. Courses are designed to help students become more ethical, effective communicators in all contexts. Graduates are trained to be sophisticated information analysts, with the ability to evaluate, reflect, create and act with a range of media forms, and in a variety of applied communication environments. At the graduate level, the Knight School of

Communication offers the Master of Arts in Communication in both traditional and fully online formats, integrating multidisciplinary and boundary-breaking conceptions of communication. With the generous support of the Knight Foundation, the School is differentiated by its emphasis on deploying digital technologies to civically engaged ends. By bridging community engagement and new media innovation, its programs are unique among peer institutions.

The Wayland H. Cato, Jr. School of Education

The Cato School of Education is housed within the College of Arts and Sciences. The mission of the Cato School is to prepare culturally responsive educators who are leaders, experts in their fields and facilitators of learning for all students in a "community of respect." The Cato School of Education offers the major in elementary education, the Master of Education in literacy, the Master of Arts in Teaching , and the Master of Arts in educational leadership which became a fully online program in the Fall of 2013. The Cato School also offers programs leading to teacher licensure both within a baccalaureate program and for post-baccalaureate students. One of the School's most notable undergraduate elements is the Queens Teaching Fellows Program, dedicated to recruiting talented high school graduates into the teaching profession and helping them develop the leadership qualities needed to succeed in the profession.

The Andrew Blair College of Health

The mission of the Andrew Blair College of Health is to prepare competent practitioners and dynamic leaders in health and sport-related fields of study and contribute to the health and wellness of its constituencies in the region and beyond. The Blair College of Health aspires to be recognized regionally for its healthcare and sport-related programs as models of excellence, for its students as outstanding achievers, and for its faculty as leaders in healthcare and sport science discourse and knowledge dissemination. The Blair College of Health houses the Human Service Studies Department offering the Human Service Studies major, and the Kinesiology Department offering majors in, Allied Health, Exercise and Sport Sciences, Interdisciplinary Health Services, and Sport Management. The Kinesiology Department also offers courses meeting the Traditional Undergraduate Program's Physical Education requirement. In addition, the Blair College of Health houses the Presbyterian School of Nursing.

The Presbyterian School of Nursing

The mission of the Presbyterian School of Nursing is to educate individuals to practice professional nursing in a variety of roles and settings with the commitment to nursing scholarship, leadership and service to diverse populations within a global context. The Presbyterian School of Nursing aspires to be recognized regionally for its undergraduate and graduate programs in nursing as models of academic excellence, for its students as caring and competent professionals, and for its faculty as leaders and scholars in the discipline of nursing. Nursing has a rich history at Queens dating to 1963 when Queens offered a bachelor's degree completion program to graduates of Presbyterian Hospital's School of Nursing. In 1979 Queens established its BSN program, which achieved national accreditation and graduated its first class in 1984. In 2004 Queens created the Presbyterian School of Nursing to house all nursing degree programs at Queens. Today the school offers a variety of options for nursing education including the Bachelor of Science in Nursing (BSN) degree with multiple delivery options, and the Master of Science in Nursing with tracks in Nurse Educator, Health Systems Management and the Clinical Nurse Leader. The RN-BSN track and MSN Clinical Nurse Leader track are offered in an online format.

The Hayworth School of Graduate and Continuing Studies

The Hayworth School of Graduate and Continuing Studies (SGCS) provides oversight and coordination of the University's online programs, graduate programs and baccalaureate continuing education programs including the Summer Term. The office consists of the Hayworth School Admission and Student Services, and Graduate Admissions and Student Services. For more information please see **Hayworth School** or **Graduate Studies** or **Online Programs**

Academic Programs

Undergraduate Programs

The Traditional Undergraduate Program
The University offers undergraduates in its traditional undergraduate program a vibrant residential student life experience and dynamic academic program with 39 majors, 74 minors, 5 pre-professional programs and many unique opportunities for engagement, including the Core Program in the Liberal Arts, Study Abroad Programs, the Honors Program and the Internship Program.

The Hayworth School Undergraduate Program
Through the Hayworth School of Graduate and Continuing Studies the University also offers a baccalaureate degree with degree requirements and services designed for the adult learner. A Hayworth student may apply to any major offered by the University, but the University offers all requirements for 8 majors and 11 minors in the evenings, on weekends for those working adults unable to take courses during the day.

Graduate Programs

The University's graduate programs provide advanced, specialized education which prepares students for professional careers. They also seek to develop personal and professional values that are necessary for responsible citizenship. The university offers the following graduate degree programs:

College of Arts and Sciences

- **Master of Fine Arts (MFA)** in creative writing
- **Master of Arts (MA)** in music therapy
- **Master of Arts (MA)** in interior architecture and design

McColl School of Business

- **Master of Business Administration (MBA)** – professional, online and executive programs
- **Master of Science (MS)** in organization development
- **Master of Science (MS)** in executive coaching
- Coaching Certificate

Knight School of Communication

- **Master of Arts (MA)** in communication – both as a traditional and an online program

Cato School of Education

- **Master of Arts in Teaching (MAT)** (elementary level)
- **Master of Education (MEd)** in literacy
- **Master of Arts (MA)** in educational leadership, an online program
- Post Baccalaureate Teacher Licensure Program

Andrew Blair College of Health

Presbyterian School of Nursing

- **Master of Science in Nursing (MSN)** – traditional tracks and an online program
- Clinical Nurse Leader Track

The History of Queens University of Charlotte

Queens University of Charlotte is a co-educational, comprehensive university that has served Charlotte and the Southeast for more than 150 years. The university prides itself on a strong foundation including a Presbyterian heritage, outstanding faculty, innovative curricula and creative programs.

Early History

Founded in 1857 as the Charlotte Female Institute, the university was originally located at the intersection of College Street and 9th Street near the center of the city. From 1891-1896, it was called the Seminary for Girls. In 1896, chartered by Concord and Mecklenburg Presbyteries, the seminary merged with the Presbyterian Female College. In 1912, it became Queens College, and in 1914 the college relocated to its present campus in Myers Park. In 1930, Queens College became related to the Presbyterian Synod of South Carolina through a merger with Chicora College in Columbia, S.C. The motto from Chicora College, *Non ministrari sed ministrare* - Not to be served, but to serve - was adopted as the motto of Queens College. In 2002, Queens College became Queens University of Charlotte.

Co-Educational University

In the aftermath of World War II, Queens admitted its first male students in a non-residential status. In addition, a co-educational evening college was established in 1948 that provided instruction for adults. This was the forerunner of the Hayworth College undergraduate program for adult learners, inaugurated in 1979 as New College. In 1987 Queens College became fully co-educational and began admitting men into residence.

Queens has been providing graduate education since 1980 when the inaugural graduate program, the Master of Business Administration, admitted its first class. Over the years, other graduate programs have been added.

- 1981 Master of Business Administration (MBA) followed by an Executive MBA program
- 1983 Master of Education (MEd) in literacy
- 1992 Master of Arts in Teaching (MAT)
- 1998 Master of Science in Nursing (MSN)
- 1999 Master of Arts (MA) in Communications
- 2001 Master of Fine Arts (MFA) in Creative Writing
- 2008 Master of Science (MS) in Organizational Development
- 2009 Master of Arts (MA) in Educational Leadership
- 2011 Master of Science (MS) in Executive Coaching
- 2012 Master of Arts (MA) in Music Therapy
- 2013 Master of Arts (MA) in Interior Design

Queens' growing graduate education programs led to its reclassification by the Carnegie Foundation as a masters-level university, and on June 1, 2002, the Board of Trustees changed its name from Queens College to Queens University of Charlotte.

Colleges and Schools

In 1993, the **McColl School of Business** was created to join the original traditional undergraduate program which was then known as the **College of Arts and Sciences**. In 2004, Queens merged its nursing program with Presbyterian Hospital's program to create its second school, the **Presbyterian School of Nursing**. This merger expanded the Queens' campus to include a nursing facility on 5th Street near Presbyterian Hospital. In 2007, the Board of Trustees approved the creation of the **Wayland H. Cato, Jr. School of Education**. In 2008, the School of Communication was created which was re-named the **James L. Knight School of Communication** in 2010. That same year, the **Andrew Blair College of Health** was created to expand the university's offerings in the growing field of healthcare. It houses Human Service Studies, Kinesiology, and the School of Nursing. **The School of Graduate and Continuing Studies** (2013) oversees graduate, online, and adult baccalaureate student services at the University.

Online Degrees

The University has offered online courses since 2008 when the upper division nursing courses were first offered online for a **RN-to-BSN degree**. Beginning in 2013, Queens began offering fully online programs including the **Master of Arts in communication;** the **Master of Science in Nursing** with a clinical nurse leader track; the **Master of Arts in educational leadership.**

Our Future

Queens has provided transforming educational experiences to students from all walks of life for more than a century. We are committed to continuing our tradition of excellence in education while becoming a leading university of the Southeast and the world at large.

The Campus

The main campus of Queens University of Charlotte is nestled among the signature oak trees of historic Myers Park in Charlotte, N.C. Its Georgian buildings, five of which were constructed in 1914 when the University was moved to this site, have been extensively remodeled. The architectural motif of red brick with white trim has been incorporated in the more modern buildings. Principal buildings include the following:

Belk Chapel (1950) was a gift to Queens by the families and associates of William Henry Belk and Dr. John M. Belk, in their honor. Greek revival in architecture, it is equipped with a 39-rank organ and seats 500. It is used for chapel and for other religious services and meetings. The Belk families have been loyal and generous supporters of the University.

Burwell Hall (1914), the focal point of the campus, faces Selwyn Avenue. In addition to administrative offices, the building houses the McInnes Parlors which provide a spacious reception area for guests and social events. Robert Burwell served as president of the Charlotte Female Institute from 1857 to 1872, and his wife, Margaret Anna Burwell, was a teacher and principal.

Coffee House (2010), located at the center of the campus in the Everett Library, this full service coffee house offers coffee and breakfast items as well as sandwich and soup service. The coffee house also offers fireside seating, six computer work stations and two study rooms. Outside patio seating is also available. Meal plans, cash and credit cards are all accepted.

Dana Building (1961) honors Charles A. Dana, a generous benefactor of Queens University of Charlotte. The Dana Building contains the Center for Student Success, the Student Disability Services Office, the Center for Excellence in Teaching and Learning, classrooms, the James L. Knight School of Communication Office, the DeWitt Computer Classroom, the Knight Crane Convergence Laboratory and faculty offices.

Diana Courtyard (1924) at the south side of Burwell Hall contains the sculpture, Young Diana, Goddess of the Hunt. The Diana statue is one of only a few castings of Mrs. Anna Hyatt Huntington's Young Diana, Goddess of the Hunt.

Everett Library (1960), located at the center of the campus, was built through the generosity of Herschel Hill Everett, chairman of the Board of Trustees from 1952 to 1967, and his wife, Cornelia Nisbett Everett. A new Georgian-style facade was constructed in 2000, thanks to a gift from Mr. John H. Sykes, a member of the Board of Trustees, and named for his wife, Susan W. Sykes. The Everett Library houses the Career and Internship Programs Office and the John Belk International Program Office.

Fifth Street Campus (1993), located 1.8 miles from the main campus at 1901 East Fifth Street near Presbyterian Hospital, provides classrooms, laboratories, offices for the nursing program and houses the Presbyterian School of Nursing's Patient Simulation laboratories.

The Hadley Theater (2002), named in honor of Dr. Charles Hadley and Professor Jane Hadley for their outstanding dedication and service to Queens, was built in collaboration with Charlotte Mecklenburg Schools and is located inside Myers Park Traditional School adjacent to the Queens campus. The Hadley Theater is a state-of-the-art Black Box facility seating approximately 150. Students interact with theatrical lighting and sound equipment in this hands-on learning environment. The Hadley Theatre functions as a performance venue, rehearsal space, classroom, laboratory, storage facility, workshop and scene shop.

Harris Welcome Center (1915), named in honor of James J. Harris, was built by NC Governor Cameron Morrison (1869-1953) and is home to the Traditional Undergraduate Admissions Offices and the Harris Meeting Center for the Traditional Undergraduate Program.

Jernigan Hall (1914) houses the Registrar's Office, the Student Financial Services Office, the student bank, and the Wayland H. Cato, Jr. School of Education. The building was named for Dr. Charlton Coney Jernigan who was president of Queens from 1951-53.

The Levine Center for Wellness & Recreation (2013) is a 145,000 square-foot three-level facility named for Leon and Sandra Levine through a generous donation from The Leon Levine Foundation. It houses the Curry Arena with three side-by-side basketball/volleyball courts and moveable walls and retractable bleachers. The main level also features a student lounge and food area, a ballroom, the Kinesiology Department, an exercise and sports

science lab and two classrooms. On the lower level are the aquatic center, locker rooms and a specialized area for sports performance and sports medicine. The upper level houses the Royals Athletics Department, studios for dance and exercise, a walking/jogging track and a fully-equipped fitness center with cardiovascular machines, strength equipment, free weights and a functional training area.

The Lion's Den Grille & Game Room (2007) is an alternative dining facility on the Queens campus. Located in lower level of Morrison Hall. The Lion's Den boasts 2,000 square feet, a grill for snacks and meals, an Internet jukebox, wide screen televisions and a pool table. The 24-foot grill offers fare that appeals to everyone. Meal plans, Lion Dollars, cash and credit cards are all accepted.

E.H. Little Fine Arts Center (1966) contains the Charles A. Dana Auditorium, which seats 1,000 for concerts, recitals, plays and lectures. The center also contains the Suzanne T. Little Recital Hall, an exhibition gallery, studios, practice rooms, classrooms for music and drama, and music offices that include a library of music, miniature scores and recordings. Major donors of this facility were prominent philanthropists E.H. Little and Charles A. Dana.

Morrison Hall (1927) has three levels. The lower level includes the Copy and Mail Service Center, Dining Services offices and the Lion's Den Grille and Game Room. The Frances Young Dining Room is located on the second level. Student Life, Student Organizations, and Residence Life are located on the third level.

McEwen Hall (1914) was named in honor of Dr. Mildred Morse McEwen, alumna and Professor of Chemistry (1924 - 1971). It houses the administrative offices of the College of Arts and Sciences as well as classrooms and faculty offices.

The President's House (1928) located on Roswell Avenue was originally built by William H. Peeps for Frank and Mary Lethco, who were drawn to the new Myers Park suburb planned by landscape architect John Nolen and architect Earle Sumner Draper. The shift in upper and middle class families from the center of Charlotte to the "highly desirable" suburb is historically significant for Charlotte. The Lethco house has been described as one of Charlotte's finest Tudor Revivals.

Rogers Hall (2012) opened in January 2013. This 56,500 square foot building features a unique Green Wall made possible by Otis and Christy Crowder, and houses Queens' science and mathematics programs as well as the administrative offices for the Andrew Blair College of Health and the Presbyterian School of Nursing. The building consists of state-of-the art classrooms, science laboratories, a greenhouse, practicum areas and faculty offices. The Duke Energy Auditorium, the Bank of American Reading Room, and the Robert Haywood Morrison Lobby are also located in Rogers Hall. In keeping with the environmental philosophy of Queens, this Platinum LEED- certified building demonstrates conservation while teaching conservation.

The Sports Complex at Marion Diehl Park (2006) covers 65-acres and is a joint partnership between Mecklenburg County Park and Recreation Department and Queens. The facility features a championship field, adaptive field and practice field/running track. A new Field House and Conference Center opened in 2009. Additional projects are scheduled to be completed by 2015.

The Student Health & Wellness Center (1935) houses the undergraduate student health and counseling treatment areas as well as professional staff offices.

Stultz Building (1952), named for Mr. and Mrs. W. Z. Stultz, houses the Campus Police Department and Office of Campus Safety and Security.

John H. Sykes Learning Center (2000) is named in honor of Mr. John H. Sykes, a member of the Board of Trustees and a generous benefactor of the University. The building is home to the McColl School of Business and is used by the entire campus for classroom, meeting and event space. The building contains the 214-seat Ralph Ketner Auditorium, classrooms, meeting rooms, faculty offices and a student lounge.

Tillett Building (1949), named for Miss Laura A. Tillett, professor emeritus of English, is used by the Art Department for ceramics, sculpture, woodworking and metalworking.

Trexler Student Center (1993) honors long-time Queens trustee Charles B. Trexler and his children. Designed to be the "living room" of the University, the Trexler Center is located at the

geographic center of the campus. It offers a living room, the Student Store and a private dining facility – The Claudia Belk Dining Room. A stairway connects the Trexler Center with the Service Center on the lower level of Morrison Hall.

Walker Hall (1966) was named for Dr. Edwin R. Walker, former president of the University, and houses Queens' Information Technology Center. The second and third floors are currently closed for renovations.

Watkins Hall (1914) was named for Miss Mildred C. Watkins, a member of the faculty from 1895-1909. It houses the art department, the Max Jackson Gallery and faculty offices.

Withers House (1904) was originally built in 1904 for Benjamin Withers and located on East Trade Street but was moved piece by piece to Selwyn Avenue in 1926. It houses offices for Hayworth College admissions and student services and admissions offices for graduate programs in education and communication. The Withers House is also home to the Center for Lifelong Learning (CLL). The Withers House provides amenities for Hayworth School of Graduate and Continuing Studies and CLL students, including a student lounge with WIFI, a conference room, a small computer lab, a multi-purpose room, and a break room with vending machines and a microwave.

RESIDENCE HALLS

Albright Residence Hall (1964) Albright Hall, named in honor of Miss Thelma Albright, former dean of students and a long-time faculty member at Queen, is a corridor style building with shared community bathrooms that can house approximately 140 students. Renovated in 2009, Albright consists of mostly double occupancy rooms.

Barnhardt Residence Hall (1965) honors Mr. and Mrs. William H. Barnhardt. Mr. Barnhardt, a prominent and devoted supporter of the University, was a member of the Board of Trustees. Barnhardt is a corridor style building with shared community bathrooms, consisting of mostly double occupancy rooms and some single rooms. Used to house both first year students and returning students, Barnhardt can house nearly 100 students and was renovated in 2010. The first floor of Barnhardt Hall also houses some faculty/staff offices, classrooms, meeting space and the Queens Chronicle offices.

Belk Residence Hall (1954) honors the late Mrs. William Henry Belk, alumna, trustee and benefactor. The building, which was a gift to Queens from Mrs. Belk's sons and daughter, was renovated in 2009. Belk is a corridor style building with community bathrooms and double occupancy rooms that can house approximately 80 students. Belk Hall is used to house both new and returning students. There is a Student Fitness Center located on the lower level that is available for students, faculty and staff.

Hayes Residence Hall (1914), one of the original five buildings on the Queens campus, is named for Queens alumna and Board Trustee Miriam Cannon Hayes '37. The Lily Long Lobby in Hayes Hall is named for Miss Lily W. Long, who served the University for half a century and was president from 1891 to 1899. Hayes is a suite style building accommodating nearly 70 students. With two double rooms with an adjoining bathroom, Hayes is primarily used to house returning students. Hayes Hall was fitted with all new furniture throughout the building in 2009.

North Residence Hall (1967) was purchased in 2008 and renovated to provide apartment residences for juniors and seniors at Queens. Though not contiguous with the main campus, North is located approximately a half a mile from the center of campus on the "Queens Corridor." North can accommodate approximately 70 students in one, two, and three bedroom apartments.

Wireman Residence Hall (2001) is Queens' largest residence hall named for the late Billy O. Wireman, President of Queens from 1978-2002. Wireman is a suite style building accommodating 225 students in both single rooms and double rooms with adjoining bathrooms. Wireman is primarily used to house returning students. The Greek Village is located on the lower level of Wireman and includes seven lodges for sororities and fraternities.

Hall Brown Overcash Residence Hall (1962) was renovated in 2008 and is used to house both first year and returning students. Hall Brown Overcash can accommodate approximately 120 students in a corridor style building with community bathrooms, mostly double residence rooms and a limited number of triple rooms. Rex's Lair, a popular meeting and programming space open to the entire Queens community, is located on the first floor of Hall Brown Overcash. With its grand columns, Hall Brown Overcash Residence Hall anchors the west end of the residential quad.

Centers and Institutes

THE CENTER FOR ADVANCEMENT OF FACULTY EXCELLENCE (CAFE) is a resource-rich environment for faculty that focuses on best practices in teaching and learning. It offers technological resources and expert consultation to support diverse teaching strategies, and training in innovative pedagogical techniques, experiential learning, and classroom strategies. The CAFÉ sponsors a variety of professional development programs, training and activities for faculty to help faculty explore and exploit opportunities and resources to enhance learning, research, and other aspects of academic life.

THE CENTER FOR ACTIVE CITIZENSHIP
The Center for Active Citizenship engages students, faculty, and staff around service to the larger community. The Center unifies existing service programs under one umbrella and initiates new initiatives that bring together students, faculty, staff, and local community organizations focusing on issues of access, equity, and inclusion.

THE CENTER FOR ENTREPRENEURIAL LEADERSHIP
The Center for Entrepreneurial Leadership, established in 2009, fosters entrepreneurial scholarship and dialogue between the University and the Charlotte business community, and offers a tremendous network of resources to students and small business owners. It is housed in the McColl School of Business.

THE CENTER FOR ETHICS AND RELIGION
The mission of the Center for Ethics & Religion is to educate the Queens community and the broader community on ethics and religion through dialogue, paying particular attention to the intersection of those two aspects of our lives.

THE CENTER FOR INTERNATIONAL EDUCATION The Center for International Education administers study abroad opportunities including the John Belk International Program which includes options for students to study abroad on short-term faculty-led programs, semester-and year-long exchanges, language immersion programs, and international internships. The Center for International Education also offers services to the Queens' international student population including immigration support for F-1 visa holders

THE CENTER FOR LATINO STUDIES
The Center for Latino Studies supports multidisciplinary and multifaceted projects with the common mission of promoting understanding of the Latino experience in the southeastern United States. The Center creates an intellectual and physical space in which scholars, local leaders, students and the wider community can engage in research, cultural exploration and dialog about what the "Hispanization" of the southeastern United States and especially North Carolina's piedmont region means for our communities and future.

THE CENTER FOR PROFESSIONAL DEVELOPMENT
The Professional Development Center of the McColl School of Business delivers non-credit one-day, certificate programs and other short course offerings directed toward business professionals.

THE EXECUTIVE LEADERSHIP INSTITUTE
The Executive Leadership Institute of the McColl School of Business provides customized executive education and brings the quality, relevance and expertise of the McColl School to the business community of Charlotte.

QUEENS LEARNING INSTITUTE
The Queens Learning Institute offers cultural and intellectual programming to members of the Charlotte community. We bring distinguished faculty, highly-acclaimed local experts and world-renowned speakers to campus to discuss topics that are intellectually stimulating or take participants on a cultural journey. The Queens Learning Institute produces annual conferences in the fields of estate planning and human resources, partners with other university departments to provide community lectures and events and manages the Queens Learning Society speaker series.

Queens' School Executive Leadership Academy (SELA)
The School Executive Leadership Academy (SELA) is an innovative partnership of the Cato School of Education and the McColl School of Business designed to accelerate the flow of qualified leaders for our schools. SELA is open to teachers in Mecklenburg and all surrounding counties. Admission is by nomination by any North Carolina school district and assessment by the university. Successful participants are eligible for the North Carolina school executive license.

Additional Centers found under Student Services

THE CENTER FOR STUDENT SUCCESS
THE HEALTH AND WELLNESS CENTER
THE LEVINE RECREATION CENTER

Undergraduate Student Life

Queens University of Charlotte realizes that, as important as academic activities are, much of a student's education occurs outside the classroom. Day-to-day living experiences and campus activities are valuable components of a well-rounded education and central to what makes Queens so special. Students learn and grow by becoming active participants in the life of the campus community. This participation can take many forms, including student government, Greek life, our honor code system, residential living, multicultural programming, health & wellness services and our wide array of student organizations and campus traditions.

With over 65 clubs and organizations, four national sororities, two national fraternities, one national historically African-American sorority, three different residential living style options (room, suite and apartment), and over 150 years of traditions to draw from, the out of class experience at Queens can rival that of any institution of its size. Our Student Government Association is well funded and positioned to distribute resources to clubs and organizations for the purpose of engaging students in the traditional undergraduate experience. The Department of Student Life works closely with all branches of SGA to make sure those funds are being utilized in ways to enhance the quality of student life at Queens University of Charlotte. Our students consistently rate their undergraduate experience among one of the most engaging in the country.

To learn more about our Department of Student Life, and the many cherished traditions at Queens University of Charlotte, visit the **Student Life** web site. There you will discover information pertaining to the units comprising our Student Life Department (Student Activities, Residence Life, Diversity & Inclusion, Campus Recreation, The Center for Active Citizenship, and Health & Wellness) and up to date information on all the programs, services and activities offered at Queens to complement your academic experience.

Athletics

As an NCAA Division II affiliate and a member of the South Atlantic Conference, Queens University of Charlotte seeks highly skilled and competitive student athletes and offers athletic opportunities in 18 intercollegiate sports and cheerleading. The women's teams compete in basketball, cross country, golf, lacrosse, soccer, softball, swimming, tennis, track and field and volleyball, while the men field teams in basketball, cross country, golf, lacrosse, soccer, swimming, tennis and track and field. The Royals soccer and lacrosse teams compete at the Queens Sports Complex at Marion Diehl Park, a 65 acre complex featuring a field turf surface, a grass field, a future tennis center, a field house and Welcome Center. Basketball and volleyball will compete in the new Levine Center for Health and Wellness. For more information about Royals Athletics, please see **Athletics** on the Queens web site.

Honor Associations and Awards

Several organizations have been established at Queens to recognize high achievement, both in scholarship and in campus leadership. Janusian Order is an honorary organization that was established at Queens in 1937. *Janusian Order* includes students selected from the junior class on the basis of outstanding leadership, citizenship and scholarship exhibited during their sophomore year at Queens. *Mortar Board* is a national senior honor society. Mortar Board recognizes those students who have demonstrated not only outstanding scholarship but who have made significant contributions as leaders. *Student Marshals* are students who have achieved academic excellence. Students are selected as Student Marshals each year following fall term on the basis of class rank from a list of eligible degree candidates who are taking a fulltime course load. They serve as ushers in academic processions at official University events. *Who's Who Among Students in American Universities and Colleges* recognizes noteworthy student leaders on campuses throughout the country and registers them in a national collegiate publication. The students are

selected on the basis of scholarship, leadership, citizenship, participation in co-curricular activities and the promise of future contributions to those areas.

IN ACADEMIC DISCIPLINES

- **Alpha Psi Omega** is the largest dramatic honor society in the country and began a chapter at Queens in spring 1994. Membership is based on points accrued by working in either the performing or technical aspects of theatre. Work may be done at Queens or in professional community theatres.
- **Beta Beta Beta**, the National Honorary Biological Society, promotes interest in the biological sciences and keeps students aware of new developments in the field. The Tau Tau chapter is affiliated with the N.C. Academy of Sciences. Membership eligibility is based on academic achievement.
- **Beta Gamma Sigma**, an international honor society, recognizes the outstanding academic achievements of students enrolled in collegiate business and management programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business.
- **Lambda Pi Eta**, the national communication honor society, recognizes outstanding students for excellence in communication studies and promotes professional development among students in the Knight School of Communication.
- **Phi Beta Delta** is the first honor society dedicated to recognizing scholarly achievement in international education. The Eta Chi chapter of Phi Beta Delta at Queens (2012) is an academic and professional society, unique because it is resolutely interdisciplinary and international. Its goals include the recognition of scholarly achievement of international students and scholars who have studied abroad and faculty and staff involved in international activities, and creation of a network of those involved in international endeavors.
- **Pi Sigma Alpha,** the National Political Science Honor Society, is the only honor society for college students of political science and government in the United States. The goal of this organization is to stimulate scholarship and interest in the subject of government by providing tangible recognition to students who have excelled in the field.
- **Psi Chi** is a national honor society whose purpose is to encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.
- **Sigma Delta Pi**, the National Collegiate Hispanic Honor Society (Sociedad Nacional Honoraria Hispánica), founded in 1919 is the largest foreign-language honor society and the only honor society devoted exclusively to students of Spanish in four-year colleges and universities. The Omega Epsilon chapter at Queens supports the society's mission to honor high academic achievement in the study of Spanish and other college-level subjects and to promote a greater interest in and a deeper understanding of the Spanish language and Hispanic cultures. Students may contact the department to apply for membership.
- **Sigma Tau Delta**, the International English Honor Society founded in 1924, recognizes high achievement in the discipline of English, including language, literature, and writing. The Queens chapter, Alpha Pi Kappa, was organized in 2008 to provide cultural stimulation on the campus and promote interest in literature and the English language in the Charlotte-Mecklenburg community. To be eligible for membership, a student must have reached second- semester sophomore status, have a minimum 3.0 GPA overall, and have completed at least two English classes at the 200-level with at least a 3.2 GPA in all English courses.
- **Sigma Theta Tau International,** the Honor Society of Nursing, was founded in 1922. The Mu Psi Chapter-at-Large, co-sponsored by the Presbyterian School of Nursing at Queens, recognizes students who have demonstrated superior academic achievement and leadership potential. Undergraduate students meeting these criteria are invited to be inducted after they have completed at least half the nursing component of the Bachelor of Science in Nursing program.
- **Tau Upsilon Alpha** is the national honor society for human services whose purposes are to honor academic excellence, to foster lifelong learning, leadership and development and to promote excellence in service to humanity.

AWARDS

In addition to membership in campus honor associations, Queens University of Charlotte recognizes a number of other honors and awards, including the Dean's List, graduation with honors, creative writing awards, various

other academic awards and athletic citations and the Diana Award.

The Algernon Sydney Sullivan Award is presented to those who exemplify high standards of service. Since 1948, the New York Southern Society has granted to Queens University of Charlotte the privilege of bestowing two Algernon Sydney Sullivan awards each year, one to an outstanding graduate and a second to a member of the community.

Mr. Sullivan, a distinguished lawyer and the first president of the Society, had such outstanding qualities of moral courage and personal inspiration that the Society created these awards to honor him and to commend others who might exemplify similar qualities.

Student Services

THE CENTER FOR STUDENT SUCCESS

The Center for Student Success provides integrated services fostering the personal development and academic growth of undergraduate students at Queens. Assisting students to achieve success academically and to reach their educational goals is our purpose and priority. The Center for Student Success is comprised of the Academic Advising Department, University Peer Tutoring Services, the Writing Center, and Student Disability Services. There is no charge for the services provided in the Center for Student Success. The Center is located on the lower level of Dana Building, (Dana 014).

The Academic Advising Office

Undergraduate students benefit from working with faculty and professional academic advisors who assist students in decision-making, career preparation and understanding Queens' culture. All students are assigned a faculty advisor who will work with them to discuss topics such as major and minor requirements, general education requirements, careers and internships in students' majors, course registration and approval. Professional academic advisors serve as a resource regarding University policies, academic regulations, and assisting students in setting and attaining academic goals.

University Peer Tutoring Services provides peer tutoring primarily in introductory level courses and small group tutoring labs for mathematics, sciences, and accounting. We offer limited tutoring in high demand upper level courses such as Organic Chemistry and Writing for Biology. Supplemental Instruction, led by a peer leader, is available in introductory chemistry classes (CHEM 111 and CHEM 112). In addition, specifically identified tutors provide consultations to enhance students learning skills in time management, note-taking, test-taking, and reading comprehension.

Tutors are Queens students who have done well in the courses for which they tutor and who have been recommended by a faculty member to provide this level of learning support and participate in on-going training. . University Peer Tutoring Services is a College Reading and Learning Association (CRLA) certified peer tutoring program.

Students may sign up for tutoring appointments by accessing www.queens.mywconline.

The Writing Center is staffed by faculty and peer writing consultants. The purpose of the program is to facilitate student participation in all aspects of the writing process by refining key skills and developing habits of success as well as writing proficiency. Writing consultants have been selected based on the recommendation of faculty in intensive writing courses and an evaluation of their ability to write effectively by the Writing Resource Coordinator. The Writing Center Coordinator teaches in the First Year Writing Program.

Student Disability Services

The Office of Student Disability Services at Queens University of Charlotte provides reasonable accommodations and auxiliary aids/assistive technology to students with a documented disability under the American with Disabilities Act (amended 2008) and Section 504 of the Rehabilitation Act of 1973. Such accommodations may include modifications in the classroom, residential halls and University sponsored program or activity. The Office of Student Disability Services believes that students are their own best advocate and works with students to develop their advocacy skills. SDS provides services to students with a wide range of disability including: learning disabilities, ADHD, psychiatric, physical disabilities, vision impairment, hearing impairment, and medical conditions.

In order to access the rights provided through the ADA (amended 2008) and Section 504 of the Rehabilitation Act of 1973, it is the responsibility of a student with a disability to self-identify by registering with the Office of Student Disability

Services and by providing appropriate documentation. Reasonable accommodations cannot be granted until documentation is reviewed and the student is deemed a qualified person with a disability. Accommodation decisions are made on a case-by-case basis.. Students requiring auxiliary services (interpreter, alternative text format) need to request this accommodation at least one month in advance so that arrangements can be made in a timely manner.

The Office of Student Disability Services is located in the Center for Student Success in Dana 011. To inquire about receiving accommodations, please contact:

Director of Student Disability Services
Phone: 704 337-2508
Fax: 704 688-2764

For information visit http://www.queens.edu/Life-on-Campus/Student-Disability-Services.html

Appeal and Formal Grievance Procedure for Students with Disabilities

Queens University of Charlotte strives to maintain the highest standards of integrity of upholding the rights of persons with disabilities provided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). These federal laws mandate that no otherwise qualified person, by reason of disability should be denied access to, participation in, or benefits of, or be subjected to, discrimination under any programs or activities offered by the University. Queens University of Charlotte has adopted both an Informal and Formal Disability Grievance Procedures. Any student, who believes that he or she has been discriminated against on the basis of his or her disability or has been denied access to a program or activity or provided a reasonable accommodation required by the law, may make a complaint under these procedures. These procedures can be found on the Student Disability Services Disability Services myQueens website.

THE INTERNSHIP AND CAREER PROGRAMS OFFICE

Queens **Internship & Career Programs** provides comprehensive resources and support that help students and alumni attain professional goals. The office provides one-on-one career advising, access to an extensive online job board, resume and cover letter writing assistance, networking opportunities, career events and much more. We develop relationships with top employers for both internships and jobs.

The Queens Internship Program prepares students with the knowledge, hands-on experience and confidence they need to become effective professionals ready for the global stage. The office works with students to make sure they're getting the most out of each experience by focusing on learning, mentorship and employer engagement.

HEALTH SERVICES AND COUNSELING

Mission

The Health and Wellness Center (HWC) provides wellness, medical, and mental health services to all full- time Traditional Undergraduate Students enrolled in the University. The Health and Wellness Center, in conjunction with Student Life, provides, promote, and supports programs and services consistent with the mission of the University, integrating the physical, emotional, and intellectual health and wellness of each student and the Queens community at large. We strive to empower students to identify and manage their health and wellness needs by providing evidence-informed education.

Medical Services

In addition to general medical care for acutely ill or injured students, available services include: routine physical or gynecological examinations (fee for service), contraception services, free pregnancy testing, confidential STD and HIV testing, routine immunizations (fee for service), international travel consultation and immunizations, laboratory testing on-site or through Labcorp Laboratories (Fee for service. LabCorp will file for reimbursement from student's insurance provider. Student is responsible for non-covered charges), referral to a network of physicians and treatment facilities in the Charlotte area, and educational programming and outreach.

Mental Health Services

The HWC offers individual counseling, group counseling, and referral to a network of specialists, including psychiatrists and treatment facilities in the Charlotte area. Counselors also provide educational programming and outreach to the Queens community. Counselors are licensed in the state of North Carolina and are capable of addressing the general mental health concerns that may

present while in college. These concerns may include the following: adjustment to college, stress and anxiety, body Image / self-esteem, depression, family conflict, relationship concerns, sexual concerns /rape, abuse, sleep or appetite disturbance, suicidal thinking, grief, learning how to support family and friends in crisis, and alcohol / drug abuse.

Health and Wellness Procedures

Eligibility for Services

Health and Wellness Center (HWC) services are available to all full-time Traditional Undergraduate Students (TUGS) currently enrolled At Queens University of Charlotte.

Right to Privacy

The HWC staff is committed to protecting your medical information. We maintain separate medical and counseling records of the care you receive. These records allow us to provide you quality care and to comply with legal requirements.

Integrated Treatment Model

HWC staff works as an integrated treatment team to provide quality care. While medical and counseling information is confidential, the staff may at times discuss aspects of your care with other members of the treatment team in order to provide the highest quality of services. In emergency situation, the HWC staff may refer you to another clinician or hospital; vital information may be shared with these health care providers.

Release of Information

Identifying personal health information will not be given to parents, friends, outside medical doctors, partners, roommates, University faculty or staff and employers unless:

- Written permission and/or a release to disclose health information has been signed by you.
- When there is serious and foreseeable harm to you or others.
- You indicate that there is reasonable cause to believe that a child or a dependent adult has been abused.
- A court orders HWC staff to disclose confidential information about you. If this happens, HWC staff will first ask that the court drop their order. If they refuse to drop their order, HWC staff will disclose only the minimum amount of information we deem necessary to satisfy the court's order.
- You waive the privilege by bringing charges against HWC staff.

As Required by Law. We will disclose health information about you when required to do so by federal, state, or local law.

Right to Inspect and Copy. You have the right to inspect and copy health information. Usually, this includes medical and billing records, but does not include counselor's clinical progress notes. To inspect and copy health information you must submit your request in writing to the HWC. If you request a copy of the information, we may charge a fee for the costs of copying, mailing or other supplies associated with your request.

We may deny your request to inspect and copy in certain very limited circumstances. If you are denied access to health information, you may request that the denial be reviewed.

Adult client medical and counseling records are disposed of seven years after last appointment.

Right to provide suggestions, complaints. Please direct comments to: Jill Perry, RN, MSN, Director of Student Health and Wellness Services at 704.337.2387.

If you have any questions concerning your rights and/or ethical treatment by your counselor, or if you wish to file a complaint, please contact the following: National Board of Licensed Professional Counselors at www.ncblpc.org or phone 919.661.0820.

Financial Responsibility

Health and Wellness services are available regardless of health insurance status or insurance carrier. While most services are free, charges incurred for services performed at the Health and Wellness Center must be paid at the time of service. Fees can be paid by cash, check, or by billing your student tuition account.

For counseling, a brief model is utilized and a limited number of free counseling sessions can be offered (10 sessions per year) to each TUG. Counselors have the discretion to increase number of sessions if clinically necessary.

Appointment Responsibility

To receive medical care, appointments are encouraged and walk-in visits are accommodated when possible. The physician is on campus two days a week and appointments are required. Appointments are necessary for counseling sessions. Appointments can be made by calling the HWC at 704.337.2220.

Please remember to cancel and reschedule appointments 24-hours before your appointment. A pattern of missed appointments may lead to

termination of services.

Participation
You are encouraged to fully participate in your health/counseling treatment. Counseling sessions typically last 50 minutes. During the intake appointment, the counselor will address your concerns and discuss options with you. The number and frequency of sessions will be determined by both the client and counselor.

Counseling is a voluntary act, and you have the right to choose a counselor that best suits your needs. We will do our best to accommodate your needs within our scope of practice, but if long-term or specialized therapy is indicated, we will make every reasonable effort to find a referral source in the community. If a counselor determines that a student is not making progress with a counselor at the HWC, or is non-compliant with counseling recommendations/referrals, the counselor may refer that student to an off-campus mental health provider.

After Hours Care
For students requiring medical or mental health care when the HWC is not open, resources are available on and off campus. Campus Police are on duty 24/7 and can be reached at emergency extension 2911 or 704.337.2306. In addition, there is a Queens First Responders Team that Campus Police or a resident advisor (RA) can contact in the event a treatment decision needs to be made.

Health Requirements for University Admission
Students are required to submit a complete medical history, recent physical, and documentation of state required immunizations to the HWC. Requirements and forms can be downloaded from
http://www.queens.edu/Documents/Campus%20Life/Student-Medical-Form.pdf

There is a $100 late fee if forms are not complete and received by the deadline. Failure to comply with this requirement will result in removal from all classes within 30 days of the beginning of classes. No tuition refunds will be granted.
All records must be on file to receive medical treatment at the HWC.

Queens Student Health Insurance
Queens University of Charlotte requires all full time Traditional Undergraduate Students and Presbyterian School of Nursing (PSN) students to carry individual health and accident insurance. Queens is pleased to offer an affordable and comprehensive plan.

For additional information on the Student Health Insurance plan, please refer to the tuition and fees section of this catalog.

LEVINE CENTER FOR WELLNESS & RECREATION

The Levine Center provides facilities for student wellness, recreation and athletics including basketball and volleyball courts, an aquatic center, locker rooms, sports-performance and sports medicine facilities, a student lounge and food area, and a ballroom. There are also studios for dance and exercise, a walking/jogging track, and a fully-equipped fitness center with cardiovascular machines, strength equipment, free weights and a functional training area with both wall-mounted and machine-mounted TVs.

STUDENT STORE

The **Student Store** sells books, academic supplies, accessories and apparel as well as software and hardware for students. The Student Store is located in the Trexler Student Center.

CHILD CARE OPTIONS

Queens University of Charlotte recognizes that many of our students who attend classes are parents or care givers of children. Queens' policy prohibits students from bringing children to campus, taking them to class or leaving them unattended on Queens' property. Several options are available for childcare services: Through the ***Child Development Center*** at Presbyterian Hospital, students may enroll children in evening childcare from 5:45 – 9:00pm. If you would like additional information on this service, please contact Hayworth School of Graduate and Continuing Studies at 704.337.2314. Another child care option is available through the Department of Student Life at Queens.

The ***Queens Service Referral List*** provides names and contact information for undergraduates seeking part-time employment, their availability, area of expertise (childcare, house care/sitting, pet care/sitting, lawn care, tutoring with specific content area), and access to transportation. New lists are generated each fall, spring, and summer and are available for $25 each. To obtain a list, send a self-addressed, stamped #10 envelope along with a

check for $25 made payable to Queens University of Charlotte, 1900 Selwyn Avenue, Morrison 214 - SRL, Charlotte, NC 28274. Additional information is available at 704-688-2794.

CAMPUS POLICE

The **Queens Campus Police Department** is comprised of professionally trained men and women whose purpose is assist the campus community in providing for a safe environment in which live, learn, and work. The professionally trained departments consist of sworn police officers, security officers, and civilian support personnel. Members of the department are available 24 hours a day, 365 days a year.

Information Technology Services

IT Services manages hardware, software and network services to support the academic and administrative mission of the University. Among services provided are:

Online Services
All enrolled students receive a Queens account used to log in to MyQueens (my.queens.edu), email & calendar (mail.queens.edu), OneDrive document storage & collaboration (onedrive.queens.edu), MyCourses for access to course information, assignments, and discussions (mycourses.queens.edu), MyAccount for class schedules, billing, and grades (myaccount.queens.edu), and more.

Wireless Internet Access
Wireless Internet access (QU-Wifi) is available in all campus buildings and some outdoor areas, including South Lawn and Trexler Courtyard. Guests and visitors to campus may connect to the QU-Guest network in public areas of campus (QU-Guest is not available in residence halls). Wired network connections are available in most residence hall rooms and are recommended for multimedia devices like gaming consoles and streaming players (Apple TV, Roku, and others).

Classroom and Lab Computing
Mac & PC computers are available for student use in several computer labs & common areas throughout campus, including in Everett Library, Dana, Sykes, Jernigan, Rogers, and more. A full list of available student computing spaces is available on the ITS web site at its.queens.edu.

Microsoft Office
Students may download a free version of Microsoft Office for use during their time as a Queens student. Enter the search term "Student Advantage" for instructions to download and install this free resource.

Support Requests
Technology support is provided for all University-owned and managed computer systems. Limited support for wired and wireless connectivity issues is provided as a courtesy in order to help students gain access to university resources. Students are responsible for support of their personally-owned computer hardware and software. For support requests please contact the IT Services Helpdesk at helpdesk@queens.edu or (704)-337-2323.

Print Management
Each semester students are granted a free quota for printing and photocopying using the Follow Me Printing system. Students can print to any Follow Me Printer using university lab & common area computers or can install the Follow Me application to print to university printers from their own computer. Students use their ID cards to release their print jobs at the printing devices. To print beyond the allocated free quota requires students to add funds to their print balance.

Responsibilities
All users of Queen's electronic resources must abide by the terms of the Queens Acceptable Use Policy (AUP) and all other university technology polices. These policies are available to current faculty, staff and students on the IT Services site at its.queens.edu.

The approval of the IT Services department is required before adding any network equipment (such as routers) that might alter or degrade the University network. All computers connecting to the Queens network must run current anti- virus software.

For more information about Information Technology Services, visit the ITS web site at its.queens.edu.

Everett Library

Everett Library is located in the heart of the campus and was built in 1960 through the generosity of Herschel Hill Everett, Chairman of the Board of Trustees from 1952 to 1967, and his wife, Cornelia Nisbett Everett. In 2000, Mr. John H. Sykes, a former member and President of the Board of Trustees, enhanced the library with a Georgian-style portico, naming it in honor of his wife, Susan W. Sykes.

The library collection includes more than 60,000 books, videos, and print periodicals. The library provides online full-text journals and e-books through the library's participation in the NC LIVE consortium and other online services. The online catalog, electronic databases, information literacy tutorials and research guides are available 24/7 at http://library.queens.edu. The interlibrary loan service provides additional resources to students and faculty.

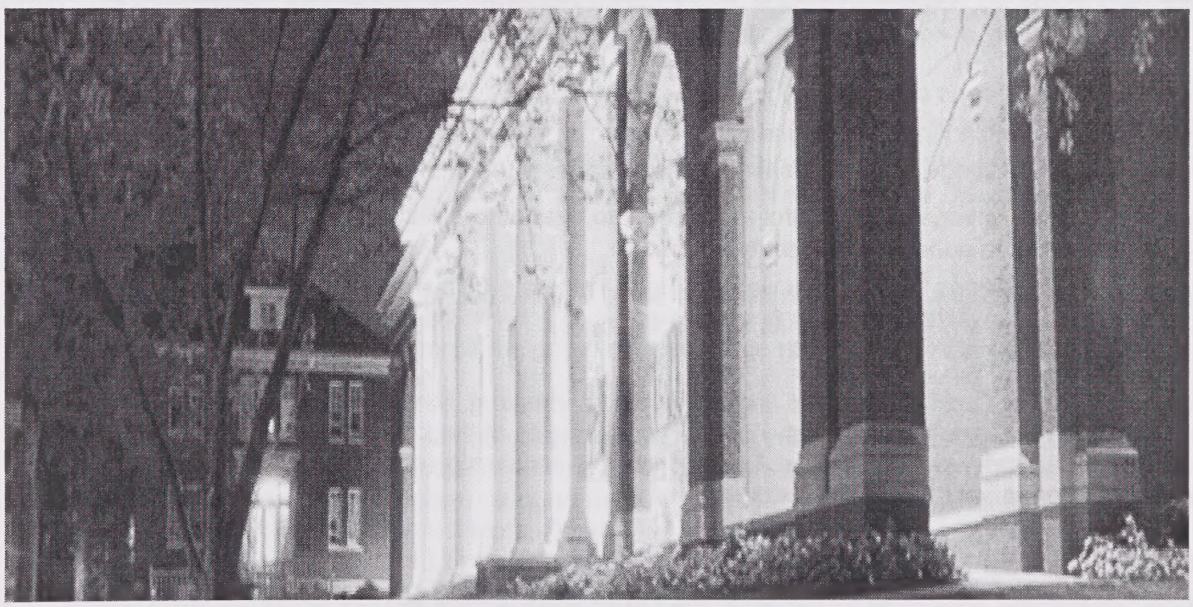
The librarians at Everett provide information literacy instruction and reference assistance. Faculty may also place items on academic reserve.

There are seventy-five computers available for student use throughout the library and in three labs. Group study rooms are available for collaborative learning and a quiet study room is also available on the second floor. A recording studio and video conferencing suite are located on the second floor as well. A Mac lab is available to design students on the ground floor.

Everett Library Coffee House
Visit the coffee house and enjoy a break to refuel. There are additional meeting rooms in the coffee house, computers for student use, and access to Wi-Fi.

Rena Harrell Special Collections Room
The Rena Harrell Special Collections Room, named for Queens' first librarian, houses several historical collections including the Bible given to Rena Harrell by King George the VI.

Friends of the Library
The Friends of the Library at Queens began in 1971 and is now one of the largest Friends groups in the country. The FOL provides year round literary and cultural events. Their gifts to Everett Library support funds for books, technology, and special projects



Student Rights and Responsibilities

It is the responsibility of the student to know and follow these policies as well as other policies in this Catalog and in other University print and online publications.

*See also **Undergraduate Academic Policies** and **Graduate Academic Policies***

The Honor Code

Queens University of Charlotte is firmly committed to principles of honor and prides itself on the spirit of trust that exists among all of its members. At the very heart of Queens University of Charlotte is the Honor Code. The Honor Code is based on the principle that a spirit of trust should pervade all aspects of student life. Its essence is that any violation of the Honor Code is an offense against the community.

The Honor Code at Queens University of Charlotte is the keystone of the University's belief that its students should act honorably and responsibly in all aspects of life, both on and off campus. The Honor Code incorporates the high principles of honor and integrity in both personal conduct and academic work. The purpose of the Honor Code is to assist in the development of mature women and men who act responsibly at all times and to promote a community based on the principles of responsible citizenship, mutual trust and respect. The Honor Code is binding on all members of the University community and applies to all phases of life at the University.

An effective Honor Code depends upon each student adhering to the spirit and letter of its principles. It demands accountability on the part of each student for his or her actions. Queens' students are responsible for their personal conduct at all times and shall be subject to review, including possible suspension, for behavior that discredits themselves or the University.

As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Code:

As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.

Academic Pledge: I pledge truthfulness and absolute honesty in the performance of all academic work.

Community Pledge: I pledge to be truthful at all times, to treat others with respect, to respect the property of others and to adhere to University policies.

Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional or inappropriate behavior and academic dishonesty. Two examples of the latter are plagiarism, the use of another's words or ideas without giving credit to the source, and computer misuse, including accessing, transferring, or altering information without authorization.

The Judicial Process

Suspected violations of the academic portion of the Honor Code should be reported to the office of the Associate Provost and Dean of University Programs. Suspected community violations should be reported to the Dean of Students' office. Reported violations of the Honor Code can be adjudicated by the Honor Council or Traditional Undergraduate Judicial Board. Full information on the process is available in the **University Honor Code Booklet**.

Student Complaint Policy

Queens University of Charlotte is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure that commitment, the University has developed procedures for students to pursue grievances within the university community, should such action become necessary. A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator has the right to file a written complaint without prejudicing his or her status with the University.

Definition
A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established university procedures.) Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the University's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow university policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. The student must have first attempted to resolve the issue by approaching the faculty member, and then the faculty member's dean, before filing a written complaint.

A nonacademic complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student, student group or administrator. Nonacademic grievances may include discrimination or an alleged infringement upon the rights of an individual by a university employee, student or student organization, but are not limited to that type of allegation.

The student must first have attempted to resolve the issue by approaching the person(s) involved, and then the appropriate dean or supervisor, before filing a written complaint.

Disability Discrimination
Any student who believes that a University employee has discriminated against him/her due to a disability should file a grievance with the Director of Student Disability Services within ten days from the date of the alleged incident. For the complete process and policy information see ***Student Disability Services***.

Process
The student is encouraged to attempt and resolve all grievances at the lowest possible level. The student first discusses the problem or complaint with the person whose decision or action is being contested and then the person's dean or supervisor. If the grievance cannot be resolved at that level the student can submit a formal complaint in writing.

A complaint must be based on a claimed violation of a university rule or policy that has not resolved through ordinary processes. Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents. (Note: This policy does not limit the University's right to change rules, policies or practices.) The student should put his or her grievance in writing according to the following guidelines: What is the grievance? Identify it. What are the grounds for the grievance? Explain the basic justification for it based on a claimed violation of a university rule or policy. How would you like to see it resolved? What do you want done?

- For academic grievances (other than disability issues) the student will submit the complaint in writing to the Provost and Vice President for Academic Affairs. The Provost and Vice President

for Academic Affairs will ensure that the complaint receives a timely response. The results of complaints appealed to this level are final and may not be further appealed. The Provost and Vice President for Academic Affairs will keep on file a record of each complaint, its nature and resolution.

- For non-academic grievances (other than disability issues), the student will submit the complaints in writing to the Dean of Students. The Dean of Students will ensure that the complaint receives a timely response. A record of each complaint, its nature, and resolution, will be forwarded to the Academic Affairs office. Students should also see the Student Handbook.

Student Disability Services

The Office of Student Disability Services at Queens University of Charlotte provides reasonable accommodations and auxiliary aids/assistive technology to students with a documented disability under the American with Disabilities Act (amended 2008) and Section 504 of the Rehabilitation Act of 1973. Such accommodations may include modifications in the classroom, residential halls and University sponsored program or activity. The Office of Student Disability Services believes that students are their own best advocate and works with students to develop their advocacy skills. SDS provides services to students with a wide range of disability including: learning disabilities, ADHD, psychiatric, physical disabilities, vision impairment, hearing impairment, and medical conditions.

In order to access the rights provided through the ADA (amended 2008) and Section 504 of the Rehabilitation Act of 1973, it is the responsibility of a student with a disability to self-identify by registering with the Office of Student Disability Services and by providing appropriate documentation. Reasonable accommodations cannot be granted until documentation is reviewed and the student is deemed a qualified person with a disability. Accommodation decisions are made on a case-by-case basis.. Students requiring auxiliary services (interpreter, alternative text format) need to request this accommodation at least one month in advance so that arrangements can be made in a timely manner.

The Office of Student Disability Services is located in the Center for Student Success in Dana 011. To inquire about receiving accommodations, please contact:

Director of Student Disability Services
Phone: 704 337-2508
Fax: 704 688-2764

For information visit http://www.queens.edu/Life-on-Campus/Student-Disability-Services.html

Appeal and Formal Grievance Procedure for Students with Disabilities

Queens University of Charlotte strives to maintain the highest standards of integrity of upholding the rights of persons with disabilities provided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). These federal laws mandate that no otherwise qualified person, by reason of disability should be denied access to, participation in, or benefits of, or be subjected to, discrimination under any programs or activities offered by the University. Queens University of Charlotte has adopted both an Informal and Formal Disability Grievance Procedures. Any student, who believes that he or she has been discriminated against on the basis of his or her disability or has been denied access to a program or activity or provided a reasonable accommodation required by the law, may make a complaint under these procedures. These procedures can be found on the Student Disability Services Disability Services MyQueens website.

Intellectual Property Policy

Adopted: 2009-2010 / Revised: 2011

I. Purpose of the Policy

Queens University of Charlotte encourages the production of creative and scholarly works known broadly as intellectual property. These works may create rights and interests on behalf of the creator, Queens University of Charlotte, and others. The purpose of this policy is to support research and scholarship and to help administer intellectual property matters and the rights and responsibilities of all involved.

II. Application of the Policy

This policy applies to works created by all classifications of faculty, staff, and students of the university and to non-employees such as consultants and independent contractors who create works on behalf of the university, unless a written agreement exists to the contrary.

Queens does not assert a property interest in materials that result from the creator's pursuit of traditional teaching, research, creative, and scholarly activities. However, in those cases where substantial institutional resources are provided to support the faculty project or teaching, Queens may assert ownership or other property interests; these situations should be addressed through specific agreements with the producers of the works. Queens desires its employees to have ownership in their works to the greatest extent possible without detriment to the university.

III. Definitions

A. Intellectual property includes, but is not limited to, the following, whether or not patentable or register able under statute:

(1) Copyrightable material produced from creative and scholarly activity, such as texts (manuscripts, manuals, books, articles); videos and motion pictures; music (sound recordings, lyrics, scores); images (print, photographs, electronic); art (painting, sculpture, theatrical work, literary work); and computer or electronic software (programs, databases, web pages, courseware); and

(2) Patentable works such as processes, machines, manufactures, compositions of matter, devices, formula, inventions, designs, and software excluded from copyright; and

(3) Trademarked materials, such as words, names, symbols or logos, domain names, trade dress, and slogans or any combination of words, including those adopted by the university to identify itself and to distinguish itself and its sponsorship from others; and

(4) Trade secrets.

B. Faculty refers to full-time and part-time faculty, including adjunct faculty. Staff refers to classified employees, administrative staff, and students who are hired for or assigned specific creative work by the university. Students may be staff members for some purposes and not for others. If they are paid as student assistants, for example, or given grants to do specific research, they are staff. Students receiving general scholarship or stipend funds would not normally be considered staff.

C. Assigned Duty refers to a task or project undertaken as a result of a specific request or direction or as part of expected job responsibilities. Such a task would in most cases include specific instructions, approval of work product, and general oversight. A faculty member's general obligation to teach a class, research a topic, or produce scholarly writing on a subject would not fall into this category. Work produced as an assigned duty of a staff member is considered a work for hire and will be owned by the university. If copyrightable work-for-hire materials are marketed, a staff member will not ordinarily share in the royalties from sales of the work. Faculty may be engaged in work for hire by special agreement.

D. Teaching materials, including online and distance learning materials, created by faculty without substantial use of university resources or special agreement remain the property of the faculty member. If the development of the course materials has made substantial use of university resources and absent a provision in the special agreement, the university and the faculty member will co-own the property rights and both will retain a non-exclusive license to use these materials in educational settings, even if the faculty member leaves the university. Should there be any commercial potential for the materials developed with substantial use of university resources, the faculty member and university shall share in any revenues.

E. Intellectual Property Committee refers to the committee composed of two faculty

representatives appointed by Faculty Council and one representative appointed by the Office of Academic Affairs or Office of the President, charged with administering this policy and with resolving disputes over the ownership of intellectual property faculty member and university shall share in any revenues.

E. Intellectual Property Committee refers to the committee composed of two faculty representatives appointed by Faculty Council and one representative appointed by the Office of Academic Affairs or Office of the President, charged with administering this policy and with resolving disputes over the ownership of intellectual property.

IV. Ownership and Use

In keeping with the view that one of the university's primary benefits to society is the production of original works by its faculty, staff, and students, and in order to best encourage such activity, it is the general policy of Queens that intellectual property shall be the property of the author or creator. Except as set forth below, the creator of intellectual property shall retain his/her rights, and the university shall not assert
ownership rights. For students and others who develop creative works collaboratively, ownership will be joint unless the parties have a prior written agreement.

The university may assert ownership rights to intellectual property under the following circumstances:

- Development was funded as part of an externally sponsored research program under an agreement that allocates rights to the university.
- A faculty member or student was assigned, directed, or specifically funded by the university to develop the material, and the university has negotiated an agreement with the creator providing funds, release time, or other agreed-upon consideration.
- Material was developed by staff members in the course of employment duties and constitutes work for hire under U.S. law.
- Development required substantial use of university resources (e.g., facilities, equipment, funding) or more than ordinary use of university resources for that discipline. "Substantial resources" requires use of resources of a degree or nature not routinely made available to all faculty or faculty in that discipline.
- The intellectual property created is more integral to, and reflects more directly on, the identity of Queens University of Charlotte than on the identity of the individual who created it. Examples of this kind of material are alumni bulletins, newsletters, fundraising materials, and any material that prominently uses the trademarks or logos of the university. Queens owns or has a proprietary interest in any trademark, service mark, design, or logo registered or unregistered, that represents or identifies Queens, its programs, or services. Unauthorized use is strictly prohibited. All authorized use inures solely to the benefit of Queens University of Charlotte.

V. Applicability of the Policy

This policy applies to all faculty, staff, students, visiting faculty and researchers, and employees and visitors covered by sponsored program agreements or other contractual agreements. This policy sets forth the rights and obligations of Queens with respect to all intellectual property, including intellectual property created prior to the effectiveness of this policy.

The overriding principle underlying this Intellectual Property Policy is to encourage creativity and inventiveness, so Queens reserves the right to allow some flexibility in applying this policy on a case-by-case basis. Ownership and use of materials developed pursuant to a special agreement between the university and the creator will be governed by the provisions of that agreement.

VI. Administration of the Policy

The administration of this policy shall reside with the Intellectual Property Committee.

VII. Dispute Resolution

Questions about application of this policy may be referred to the Intellectual Property Committee. Should any disputes arise as to the ownership of intellectual property, the parties shall be entitled to appear before the Intellectual Property Committee and to present evidence with respect to the disputed ownership. The committee's written determination shall contain the basis for its decision and recommendation. The university president, on his/her own motion or at the request of any interested party, may review the committee's determination. The president may affirm, modify, or reject any determination of the committee. The decision of the president is final.

University Technology Policies

The Queens University of Charlotte network is provided as a service to students, faculty, staff, and other members of the Queens community. Maintained by the university's Information Technology Services Department (ITS), the network supports the educational and service mission of the university. It is the responsibility of all users of the Queens network to know these guidelines and act accordingly when utilizing these resources.

IT Services must approve any network equipment (such as routers) that might impact the network. All computers connecting to the Queens network must run current antivirus software. *For more information.* Please contact the IT Services helpdesk at helpdesk.queens.edu, helpdesk@queens.edu by calling (704) 337-2323

Responsibilities
All users of Queens electronic resources must abide by the terms of the Queens Acceptable Use Policy (AUP) and all other university technology polices. These policies are available to current faculty, staff and students on the ITS web site: its.queens.edu:

- Acceptable Use Policy
- Mobile Device Policy
- Email Policy
- VPN Policy

Q-Alert Emergency Notification System

QAlert is the emergency notification system that we use to notify the campus community of an emergency, inclement weather, or class cancellations. It sends messages about the status of a given situation, as well as other details the campus needs to know. Students, faculty and staff are automatically registered for QAlert through the university's enterprise resource management system. To review and/or update your contact information--including your cell phone number for text messages--please go to myaccount.queens.edu and log in using your network user name and password. Then click the "Update Your Contact Information" button in the middle of the page.

Student Records

Directory Information
The following information on individual students is considered Directory Information and is public: full name, addresses (home, local), telephone numbers, email address, date of birth, major field of study, dates of attendance at Queens University of Charlotte, enrollment status (undergraduate or graduate; full- time or part-time); class year (senior, junior, etc), date of graduation, degrees, honors and awards received, participation in officially recognized University activities, student organizations, and sports, photographic, video and electronic images of students taken and maintained by the University, height and weight of student athletes. This public information may be released or published without the student's consent. However, it is the policy of Queens University of Charlotte to refuse to release information to private firms or mailing lists.

Directory Hold
Students who do not wish this information made public must inform the Registrar's Office, requesting a "Directory Hold" in writing within 10 days of the start of the term. The Registrar's Office will notify other University offices of such requests. Students should understand that if they withhold directory information, it will not be released to anyone unless the health or safety of an individual is involved. Requests for student data from agencies such as HEW, OEO and research agencies may be honored without prior approval of the student, ordinarily in anonymous form.

Confidential Records
All personally identifiable material on particular students used to make decisions about students or used for transmittal to others outside the University and which is other than public material, as defined above, is considered confidential. Confidential information includes, but is not limited to, the following items: academic

evaluations, advising records, disciplinary records, financial aid records, letters of recommendation, medical or health records, clinical counseling records, transcripts, test scores and other academic work.

Official Records
Official records are released only with the written permission of the student. Official records include material on students relating to their status as students held by any office of the University and intended for the use of the University or available to parties outside the University. Official records do not include the following: letters of recommendation for which the student has waived the right of access, public safety records, medical and clinical counseling records, financial records of parents, private records kept by individual faculty or administrators as aids to memory but not intended for transmittal to others.

Access to Official Records
Queens University of Charlotte, in accordance with the Family Educational Rights and Privacy Act of 1974 permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary. Each enrolled or former student of Queens University of Charlotte has the right to inspect and review official educational records or files of the University directly relating to that student. (Note: Files on individual students are retained for five (5) years after the student leaves the University. Only the Queens academic transcript is kept indefinitely.)

Student access to official educational records or files directly relating to the student is provided in the presence of a staff member. The right to access does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. A copy of a student's transcript and/or other recorded data will be made available to University officials who show legitimate educational needs without written permission of the student. Records will be kept in offices whose functions require such information.

A student is entitled to an explanation of relevant information contained in official records. The student has the right to a hearing to challenge the content of an official record to ensure that it does not contain information which is inaccurate, misleading or in violation of privacy or other rights, and to correct or delete inaccurate, misleading, or inappropriate material. Queens University of Charlotte recognizes that the Family Educational Rights and Privacy Act of 1974, as amended, does not intend to exclude release of information regarding dependent students' academic progress/grades to their parent or guardian if such information is requested. Queens also recognizes the student's right to specify that information regarding academic progress/grades not be released to parent(s)/guardian(s). Written notification must be made to the Registrar.

Record of Immunization Law

Students enrolled in more than four credit hours and who are taking any classes which begin before 5 p.m. Monday through Friday, are required to provide valid documentation of immunizations to be compliant with **North Carolina state law.** The statute applies to all students except for students residing off-campus and registering for any combination of:

- Off-campus courses
- Evening courses
- Weekend courses
- No more than four day credit hours in on-campus courses

If at any time the above student status changes to: on-campus courses, course load of more than four (4) credit hours, on-campus residence and/or enrollment in day-time courses, a Certificate of Immunization or record of immunization must be presented on or before the date the person first registers for the semester.

The following immunizations are required: Vaccine Requirements and Number of Doses

Diphtheria, Tetanus and/or Pertussis[1]	Polio [2]	Measles [3]	Mumps [4]	Rubella [5]	Hepatitis B [6]
3	3	2	2	1	3

Nursing Students: All nursing students have specific immunization requirements. For more information consult the Presbyterian School of Nursing.

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[1] DTP (Diphtheria, Tetanus, Pertussis), Td (Tetanus, Diphtheria): One Td booster dose within the last 10 years.

[2] Polio: Students age 18 or older are not required to receive polio vaccine.

[3] Measles: one dose on or after 12 months of age; second at least 30 days later. Two Measles doses if entering college for the first time after July 1, 1994.

[4] Mumps: One dose on or after 12 months of age. Mumps vaccine is not required if any of the following occur: An individual who has been documented by serological testing to have a protective antibody titer against mumps; an individual born prior to 1957; or Enrolled in college or University for the first time before July 1, 1994. An individual entering college or University prior to July 1, 2008 is not required to receive a second dose of mumps vaccine.

[5] Rubella: One dose on or after 12 months of age. Rubella vaccine is not required if any of the following occur: 50 years of age or older; Enrolled in college or University before February 1, 1989 and after their 30th birthday; an individual who has been documented by serological testing to have a protective antibody titer against rubella.

[6] Hepatitis B vaccine is not required if any of the following occur: Born before July 1, 1994.

Class Behavior Policy

In order to foster a positive learning environment, students are expected to behave and participate in class in a civil and respectful manner. A faculty member has the right and responsibility to remove any student from his or her class who, by the student's disruptive, demeaning, or discourteous behavior, impedes the class.

When a student is removed from class, the faculty member will communicate the length of time of removal to that student. The faculty member will at that time notify his or her Dean and the Associate Provost and Dean of University Programs, in writing, that the student has been removed from class, the length of time of the removal, and the reason why.

A student removed for one calendar week or less may not appeal the removal. A student removed for a period of time beyond one calendar week, including up to the balance of the semester, may appeal in writing to the Dean of the class involved within seven calendar days after being removed from class. Should the Dean deem it appropriate, he or she may seek an informal resolution to the matter. Should the Dean not seek an informal resolution, or should such informal resolution fail, the matter will be formally considered by a committee appointed by the Provost and Vice President of Academic Affairs consisting of two faculty members and the Dean. The committee will give a written recommendation to the Provost and Vice President for Academic Affairs, who will make the final decision.

A student may be subject to appropriate grade sanctions for work missed and absences during the time of removal from class. A student removed from class for the remainder of the semester because of his or her behavior will receive a failing grade for the course. A student removed from more than one class because of his or her behavior may also be suspended or expelled from the university.

University-Recognized Absences From Class

Students are expected to attend class. However, the university recognizes that students must occasionally miss class for university-recognized activities (e.g., performances, academic conferences and competitions, athletic conferences and competitions, etc.) or for unavoidable and sometimes unanticipated personal reasons (e.g., illness, personal injury, death in the family, jury duty, religious holidays, and duties associated with military service). While individual instructors set specific attendance policies and penalties in each class, the following policy applies to both absences for university- recognized activities, as described above, and unavoidable personal absences, as described above.

University-recognized and unavoidable personal absences will typically count towards the maximum number of allowed absences in the course; therefore, students should be careful not to use their allotted absences for other reasons.

The university does not require faculty members to distinguish between "excused" and "unexcused" absences. Consequently, individual faculty members may request corroboration for the reason for a specific absence in order to decide how to weigh absences in the grading scale or to make exceptions to their written attendance policy.

The university is committed to fair, non-discriminatory treatment of all students in all matters. Faculty should reasonably accommodate students who must be absent for university-recognized absences.

Student Responsibilities:
Students should recognize that excessive absences from class for any reason will be detrimental to the student's performance and that it may be necessary to decline a university-sponsored activity in order to ensure consistent class attendance and high academic achievement. Missing classes for university-sponsored activities may ultimately lower the student's grade.

For non-emergency absences that can be anticipated in advance, students must inform the faculty member no later than one week before the anticipated absence in order to receive consideration for make-up work or other accommodations, and preferably at the beginning of the semester after the course syllabus has been distributed.

Students should consult their university-sponsored obligations, religious, and other calendars when registering for a course to avoid class times and days that will cause conflicts. For absences related to sudden personal illness or injury, students must inform the faculty member before the class meeting if at possible and no later than three days after the onset of illness or injury in order to receive the privilege of make-up work or other accommodation. Exceptions can be made at the discretion of the faculty member.

Students must adhere to deadlines for the make-up work and any other stipulations connected to the make-up work or accommodation. When possible, assignments should be completed in advance of the absence.

Students who miss classes for an extended period of time (generally, more than the equivalent of 25% of the course) should consider withdrawal from the university.

Faculty Responsibilities:
Faculty must not discriminate against any student in the application of this policy and must apply the policy consistently. Faculty will provide students with a syllabus in each course before the drop/add deadline, clearly showing scheduled major assignments and exams and stating the attendance policy for that class. Faculty will avoid changing the date of a major examination; if the date must be changed, faculty will notify students no less than one week in advance. If the class meets at a time other than the designated course time for service or enrichment activities or other reasons, faculty must accommodate all students who cannot attend for university-recognized reasons. Typical accommodations for students who have been absent for university-recognized reasons include but are not limited to the following: rescheduling of a quiz or exam, allowing make-up work, creating alternative assignments, meeting with the instructor, and allowing late work.

Scheduler Responsibilities
University officials responsible for scheduling activities and events for students at which their attendance is required will make every effort to avoid conflicts with classes. Students should not be pressured to miss class to attend events at which their presence is not absolutely required. For athletic events generally, students should only miss classes when they will participate in those events. In working out a student's class schedule, her or his advisor should make every effort to avoid potential conflicts with university-recognized activities.

Student ID Cards

Student ID cards are required for all Queens students. The Service Center on the lower level of Morrison Hall prepares photo ID cards valid for the academic year. ID cards are required to check out books in Everett Library, enter the Dickson Microcomputer Lab after hours, access meal plans in our dining facilities, enter residence halls for residential students, and to use the athletic facilities.

Parking

All students must register their vehicles and obtain a parking decal for your designated parking area. Please use the **online registration site.** Please take your vehicle registration and Queens' ID to the Campus Police Office to receive your parking decal. See the Campus Police Department for current parking rules and regulations.

Undergraduate Programs

Queens University of Charlotte offers two different undergraduate programs leading to baccalaureate degrees: the Traditional Undergraduate Program and the Hayworth School Undergraduate Program.

- **The Traditional Undergraduate Program** has degree requirements and services designed for the 18-22 year old student. Most traditional undergraduates live in residence halls and are enrolled full-time. A full range of student life activities and student services are available to students in this program, including the Core Program in the Liberal Arts, International Study Programs, the Honors Program, and athletics programs and Greek life.

- **The Hayworth College Undergraduate Program** has degree requirements and services designed for the adult learner. Most Hayworth undergraduates are employed full-time and enrolled part-time. Hayworth School also admits those persons wishing to take undergraduate courses at the university as a non-degree candidate. Classes meeting Hayworth degree requirements and several majors and minors are scheduled in the evenings for the convenience of students employed during the day..

The following information applies to all undergraduates admitted to the Traditional Undergraduate Program and the Hayworth School Program.

DEGREES

All candidates for the baccalaureate degree are required to meet all degree requirements as well as the requirements for a major. Each major leads to either a Bachelor of Arts (BA) degree, a Bachelor of Science (BS) degree, a Bachelor of Music (BM) degree, or a Bachelor of Science in Nursing (BSN) degree.

The Bachelor of Arts (BA) degree is a liberal arts degree. The primary goal of a BA degree is to develop an educated citizen and to prepare the student for a wide range of career options. A student pursuing a major leading to a BA degree should have more freedom to explore disciplines outside the major field. A major for the Bachelor of Arts degree shall consist of no fewer than 30 credit hours. The following majors lead to the BA degree: Art History, Arts Leadership & Administration, Biology, Communication, Creative Writing, Drama, Elementary Education, English-Literature, Environmental Studies, French, History, Human Service Studies, Interior Architecture and Design, International Studies, Journalism & Digital Media, Mathematics, Music, New Media Design, Philosophy, Political Science, Psychology, Religion, Sociology, Spanish, and Studio Art. (A distinct biology major also leads to the Bachelor of Science degree.)

The Bachelor of Science (BS) degree is more specialized, emphasizing mathematics, social or natural sciences, or computer skills. Majors in Allied Health, Biochemistry, Biology, Chemistry, Environmental Science, Exercise and Sport Sciences, Interdisciplinary Health Services, and Sport Management lead to the Bachelor of Science degree. A major for the Bachelor of Science shall consist of no fewer than 32 credit hours. (A distinct biology major also leads to the Bachelor of Arts degree.)

The Bachelor of Business Administration (BBA), Bachelor of Music (BM) and Bachelor of Science in Nursing (BSN) degrees are more specialized. A major in Accounting, Business Administration or Finance leads to the BBA degree; a major in Music Therapy leads to a BM degree; and a major in Nursing leads to the BSN degree.

3-Year Degree Completion

Queens University of Charlotte offers the highly motivated and self-disciplined full-time student the opportunity to complete a bachelor's degree in three years instead of the traditional four. The interested student should contact his or her academic advisor to determine if all requirements for the major and degree of interest can be completed within 3 years. If so, then with the advisor's approval the student and advisor should then complete a plan of study for the student, listing all degree requirements (major, minor, general education, etc.) to be completed and the specific terms, including summers, in which they should be taken.

MAJORS

A bachelor's degree requires the satisfactory completion of a major. The purpose of a major is twofold: to give the student an opportunity to achieve an appropriate level of mastery in a field of study and to enable the student to acquire knowledge, skills and perspectives which may help to make him or her effective in a career. A student will work with his or her faculty advisor to make a wise choice of a major.

At least 50 percent of the credit hours required for the major must be earned at Queens. In addition, the University requires a minimum grade point average in the major of 2.000 for graduation. Some majors may require a higher minimum GPA.

The following majors are available to all undergraduates in either program-of-entry:

College of Arts and Sciences

Art Department
- Art History Major (BA)
- Arts Leadership & Administration (BA)
- Interior Architecture and Design Major (BA)
- New Media Design Major (BA)
- Studio Art Major (BA)

Biology Department
- Biology (BA)
- Biology (BS)

Chemistry & Environmental Science Department
- Biochemistry (BS)
- Chemistry (BS)
- Environmental Science (BS)
- Environmental Studies (BA)

English- Creative Writing Department
- English-Creative Writing (BA)
- English-Literature (BA)

History Department
- History (BA)

Mathematics Department
- Mathematics (BA)

Music, Theatre & Dance Department
- Music (BA)
- Music Therapy (BM)
- Theatre (BA)

Philosophy-Religion Department
- Philosophy (BA)
- Religion (BA)

Political Science & Sociology Department
- International Studies (BA)
- Political Science (BA)
- Sociology (BA)

Psychology Department
- Psychology (BA)

World Languages Department
- Two Languages (BA)
- French (BA)
- Spanish (BA)

Cato School of Education
- Elementary Education

McColl School of Business
- Accounting (BBA)
- Business Administration (BBA)
- Finance (BBA)

Knight School of Communication
- Communication (BA)
- Journalism & Digital Media (BA)

Blair College of Health

Human Service Studies
- Human Service Studies (BA)

Kinesiology Department
- Allied Health (BS)
- Exercise and Sport Sciences (BS)
- Interdisciplinary Health Services (BS)
- Sport Management (BS)

Presbyterian School of Nursing
- Nursing (BSN)

Declaration of a Major and Admission to the Major
Each full-time student is required to make application to a major no later than the pre-registration period of the second term of the sophomore year. Typically after the student is admitted to a major a faculty member in the major field will be assigned as the student's academic advisor.

The student must submit a formal application using the process defined by the department or school in which the major resides. Admission to a major is not automatic and prerequisites may be required. Students interested in a major which requires prerequisites *prior* to application should declare intention as early as possible so that an advisor can help select the appropriate prerequisite courses.

When a student is admitted to a major offered by the McColl School of Business, Knight School of Communication, Cato School of Education or Presbyterian School of Nursing, the student will be simultaneously admitted to that School.

Students should be aware that major programs may have additional policies that apply to that major, including admission requirements and retention policies. Students are required to complete all requirements and follow all policies of their major.

Minors
A minor consists of a minimum number of hours and a prescribed program of courses. A minor (or second major) is a graduation requirement only in the Traditional Undergraduate Program. Only one course may be used to complete both a minor requirement and another graduation requirement. Minors must be approved by the faculty advisor for the student's major. *See also* ***Double Dipping Policy***

Self-Designed Minor
A student, in consultation with the faculty advisor and other faculty members, may design his or her own minor. Forms to request a self-designed minor are available in the Office of the Registrar. The student must submit the completed form, signed by the faculty advisor and the heads of all schools or departments involved, to the Registrar. The Registrar will obtain final approval from the advisor's Curriculum Committee and will then notify the student.

Elective courses
In consultation with the faculty advisor, a student chooses elective courses to complete the minimum number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

Independent Study/Directed Reading
The Independent Study or Directed Reading offers motivated students an opportunity to work with a faculty member on a specialized academic project in the major. Students should be in the junior or senior year, have completed all necessary prerequisites, and be in good academic standing to apply. An Independent Study/Directed Reading must be approved by the faculty member who has agreed to supervise the work, his/her department chair and dean. Students requesting Independent Study/Directed Reading must complete appropriate approval documentation, available from the Registrar's Office. Completed forms should be submitted to the Registrar's Office during the appropriate add/drop period.. Course credit hours and prerequisites may vary – see the Catalog course descriptions.

Independent Coursework
A student is expected to take requirements when they are normally offered. Normally a student who has failed to take a course as scheduled will be expected to wait until it is offered again. In extraordinary circumstances a student may petition the university to offer a requirement for a single student. Approval of the faculty member, his/her department chair if applicable, and dean are required. The student will be expected to work independently following the course syllabus and meet as required by the supervising faculty member. A student who wishes to request that a requirement be offered as Independent Coursework must complete the appropriate approval form, available from the Registrar's Office, including all required signatures. Completed forms should be submitted to the Registrar's Office during the appropriate add/drop period.

OTHER EDUCATIONAL OPPORTUNITIES

Teacher Education

A student may earn a teaching license at the elementary or secondary level as part of the baccalaureate program of study. Students must apply to the Cato School of Education for admission by the end of the sophomore year. For more information, *see the **Cato School of Education***. A student who has already earned a bachelor's degree and wishes to become licensed at the elementary or secondary level may pursue licensure through the Cato School of Education's post baccalaureate teacher licensure program. *See **Graduate Programs – Cato School of Education***

Admission of Undergraduates to Graduate Study

The following policies apply unless a student has been admitted to a special program:
Seniors at the university with a cumulative grade point average of 3.5 or better may seek approval to enroll in a graduate course at Queens. Written approval by the department or school offering the course is required prior to registration. Approval is not automatic. A full-time student who is approved to take a graduate course should take no more than 18 credit hours in any semester which includes a graduate course. A part-time student should take no more than 6 credit hours in any semester which includes a graduate course. All students will be charged the graduate program rate. These graduate credit hours may be counted toward the credit hours required for the baccalaureate degree, and toward the residency requirement (6 hours max). The student who is subsequently admitted to a graduate program may request that these credit hours be included as part of the graduate program.

Summer Study

The University offers a summer semester. Summer classes may be offered in the day, in the evening, on the weekend or online.

Charlotte Area Educational Consortium

Full-time degree-seeking undergraduates paying the University's comprehensive fee may register on a space-available basis with no additional charge for a course at any of the 24 institutions in the Charlotte Area Educational Consortium. A student interested in the consortium should contact the Registrar's Office.

Consortium members include: Belmont Abbey College, Cabarrus College of Health Sciences, Carolinas College of Health Sciences, Catawba College, Catawba Valley Community College, Central Piedmont Community College, Cleveland Community College, Davidson College, Gardner-Webb University, Gaston College, Gordon-Conwell Theological Seminary, Johnson C. Smith University, Lenoir-Rhyne University, Livingstone College, Mitchell Community College, Pfeiffer University, Queens University of Charlotte, South Piedmont Community College, Stanly Community College, University of North Carolina at Charlotte, University of South Carolina at Lancaster, Wingate University, Winthrop University, York Technical College

The Traditional Undergraduate Program

The Traditional Undergraduate Program offers curriculum and services designed for the 18-22 year old student. Most traditional undergraduates live in residence halls and are enrolled full-time. A full range of student life activities and student services are available to students in this program, the Center for International Education, the internship program, the Honors Program, and Pre-Professional Programs.

Admission

Non-traditional age prospective students (age 23 or older) are served by ***the Hayworth School Program.***

Graduating high school senior and transfer students under the age of 23 seeking an undergraduate degree should apply to the Traditional Undergraduate Program through the Undergraduate Office of Admissions.

High School Preparation
Students considering application to Queens should follow a college-preparatory program in an accredited or approved high school. Four units of English, three units of Mathematics, two units of History/Social Studies, two units of science, which must include one laboratory science and two units of a foreign language are recommended basic preparation.

Freshmen Admission
All prospective students apply for admission to the Traditional Undergraduate Program through the Undergraduate Office of Admissions.

Application
Application forms may be obtained online by visiting www.queens.edu/admissions. Applications submitted in hard copy should be accompanied by a $40 non-refundable application fee. There is no application fee if a student applies online.

To be considered for admission, candidates must provide a completed application for admission, official high school transcript and official standardized test scores from the College Board and/or the ACT. The admissions office reserves the right to request additional information in the form of essays, letters of recommendation or personal interviews in order to better understand an applicant's goals and match for the university.

In evaluating an application, the Admissions In In Committee considers the applicant's high school record, with special emphasis placed on the quality and amount of college preparatory work; recommendations from the secondary school; scores from the Scholastic Assessment Test (SAT) or the American College Testing Program (ACT); the student's own stated objectives; and community service or co-curricular activities.

SAT and advanced placement test applications and information about testing dates may be obtained from secondary school counselors or from The College Board, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639. The College Board's Web site is www.collegeboard.com. The College Entrance Examination Board (CEEB) code number for Queens University of Charlotte is 5560. ACT applications and information about testing dates may also be obtained from secondary school counselors or from ACT Records, P.O. Box 451, Iowa City, Iowa 52240. The ACT code number for Queens University of Charlotte is 3148. The ACT Web site is www.act.org.

Admission Deadlines
The university operates within three admissions decision plans: Early Action (non-binding), Regular Decision and then on Rolling Admissions plan, depending upon space availability.

Early Action Admissions Plan (non-binding) — Students who apply by the November 1 Early Action application deadline and complete their application by submitting all requested information, receive an admissions response to their application, no later than December 1. These students do not have to commit to the university until the National Candidates Reply Date of May 1. Students are considered for all financial aid programs and the competition for admission is the same as in the Regular Decision Application Plan.

Early Action	
Application Deadline:	November 1
Decision Notification: (no later than)	December 1
Decision Deadline:	May 1

Regular Decision Admissions Plan – Students who apply by the Regular Decision application deadline

and complete their application by submitting all requested information, receive an admissions response no later than March 1. These students do not have to commit to the university until the National Candidates Reply Date of May 1. Students are considered for all financial aid programs and the competition for admission is the same as in the Early Action Admissions Plan.

Regular Decision	
Application Deadline:	February 1
Decision Notification:(no later than)	March 1
Decision Deadline:	May 1

Rolling Admissions Plan – The university will continue to accept applications for admission depending upon space availability after the February 1 Regular Decision application deadline. Once an application is completed, the student can expect to receive a notification within 5 business days from that completion date.

Rolling Admissions Plan (After February 1 Regular Decision Application Deadline)
Decision Notification: (within 48 hours from the date of completion)
Decision Deadline: (Enrollment deposits will continue to be accepted until the class is full)

Students who are accepted to the university are requested to notify the Office of Admissions of their decision to attend as soon as their plans are firm or by May 1. Students reserve their place in the incoming class by sending an enrollment deposit of $300 and submitting the Statement of Intent. This deposit is refundable until May 1.

Alumni Admissions Representatives
Local alumni representatives are available to talk with prospective students in a number of cities throughout the country. Their names and addresses may be obtained from the Undergraduate Office of Admissions.

Campus visits
Prospective students and their families are encouraged to visit Queens. They are welcome at any time, but will find visits more beneficial if they are scheduled when the university is in session. The Undergraduate Office of Admissions is open from 8:30am-5pm on weekdays throughout the year and on selected weekends for on campus programming. Each year a series of visitation days are scheduled for prospective students and parents. Interested students should visit www.queens.edu for more information.

Transfers
Queens welcomes transfer students from other regionally accredited colleges and universities. They may apply for admission for fall, spring or summer term. Applicants must provide an official transcript from each high school they have attended and they must forward official transcripts from each college they have attended to the Queens University of Charlotte Undergraduate Office of Admissions. Transfer applicants must also submit a Statement of Good Standing form from the Dean of Students at the last college or university in which they were enrolled.

Priority Transfer Application	
Deadline for fall semester:	July 1
Priority Transfer Application	
Deadline for spring semester:	November 1

If a student is transferring to Queens with fewer than 24 transferable credit hours, they must provide an official copy of their SAT or ACT scores. Transfer students are expected to have followed the recommended high school curriculum and to have maintained a minimum 2.000 average on a 4.000 scale in previous college work. For liberal arts and sciences courses completed at other accredited institutions, credit usually will be transferred if the grade earned is C or better. Courses transferred from two-year institutions are classified as either 100- or 200- level courses. Queens University of Charlotte participates in the comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System.

International Student Admission

International students who are age 22 and younger apply through the Traditional Undergraduate Admissions Office and those who are 23 and older apply to the Hayworth School Program. Both applications for admission can be found on-line at www.queens.edu.

All International students must submit the following in order to be considered for admission to Queens University of Charlotte:

1. Application Fee
   a. Hayworth School applicants - $100
   b. Traditional Undergraduate Applicants – application fee waived

2. Transcripts: Secondary school transcripts in a language other than English are to be translated into English by an official at the school issuing the

transcript, or by a certified translator. If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES) www.wes.org.

3. Standardized Test Scores:
SAT or ACT or TOEFL is required with a minimum score of:
a. 550 (written test)
b. 213 (electronic test), or
c. 79 (internet based test)

A minimum composite score of 6.0 on the IELTS is also required. In lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program www.els.com.

4. Certificate of Finances: A certified financial statement indicating the amount of funds available for their education in the United States.

5. Personal Essay explaining why a student would like to attend Queens and to verify their ability to write and communicate in the English language.

Application deadlines for international students are July 1 for fall enrollment and November 1 for spring enrollment. To indicate their intent to enroll, international students who have been accepted to the University are asked to send a non-refundable enrollment deposit of $1,000.

Full acceptance into the University is required before an I-20 may be issued. International undergraduate students must be enrolled in at least 12 credits in order to be eligible for an F-1 student VISA.

Non-Traditional Age Students
Non-traditional age students (age 23 and older) interested in earning their degree or taking selected courses in non-degree status should see the **Hayworth School** section of this Catalog.

Non-Degree students
Traditional age students (ages 18-22) who are not seeking a degree, but who wish to enroll for credit may apply for admission as non-degree students. A non-degree student who wishes to become a degree candidate must apply through the Undergraduate Office of Admissions. They must supply a transcript from all previous institutions in which they were enrolled. *See **Undergraduate Policies*** for policies on non- degree student enrollment.

Visiting students
Regularly enrolled students in good standing at other colleges and universities may apply as visiting (transient) students at Queens. Generally, a visiting student is admitted for only one term; however, visiting students may re-apply for additional terms. Application materials may be obtained from the Undergraduate Office of Admissions. Students must have an official from the parent institution submit a letter stating that the student is enrolled in the institution, is in good standing, and has permission to enroll in courses at Queens to be transferred back to the parent institution.

Accelerated Admissions
Students with superior academic records may apply for admission during their junior year in high school. They must submit transcripts, recommendations and SAT scores or ACT scores and schedule an interview with an admissions counselor. In some states, local school authorities will grant a high school diploma after a year of college work; any such agreement is the responsibility of the student and the local authorities. A student also may obtain a high school equivalency certificate by examination. For students who have made plans for graduate school or professional study, accelerated admissions is one way of shortening the time before they can begin their careers.

High School Dual Enrollment
Any student who is a junior or a senior in a Charlotte-Mecklenburg area secondary school may enroll for courses at Queens during any term when recommended by the secondary school. Credit earned under the dual-enrollment program may be used at Queens or another institution as college credit when the student enrolls as a degree candidate. A high school student who wishes to dual enroll must apply through the Undergraduate Office of Admissions.

Home Schooled Students
Students who have followed a home school curriculum must follow all guidelines for freshmen admission. Evidence that the home school program is registered with the home state is also required. Particular consideration will be given to co- curricular involvement, test scores and any writing samples the student may wish to share. Should the Office of Admissions deem necessary,

a personal interview with an admissions counselor may be requested.

Medical History
All applicants who accept the University's offer of admission must submit a complete medical History, including a physician's certified record of immunizations prior to the start of classes. For complete information on the University's medical history requirements, please refer to the Health and Wellness section of this catalog. Medical forms can be obtained on the Web site at http://www.queens.edu/Admissions-and-Financial-Aid/Undergraduate-Admissions.html

A student who has withdrawn in good academic standing and who wishes to return to Queens may apply for readmission by submitting a Readmit Application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a Statement of Good Standing from the Dean of Students' office. In addition, original transcripts of any work attempted at other institutions must be sent to the Office of Admissions.
*See **Transfer Credit Policies***

A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions. All readmission applicants must supply a personal statement to the Office of Admissions clearly outlining the reasons why the wish to re-enroll and how they plan to contribute in a valuable manner to the Queens community.

The Traditional Undergraduate Program

Degree Requirements

Queens University of Charlotte offers programs of study leading to the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, Bachelor of Science and Bachelor of Science in Nursing degrees. While these programs differ from each other in significant ways, each is rooted in the tradition of the liberal arts, and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life. Accordingly, in order to earn a baccalaureate degree a student must meet the following requirements:

Minimum Hours for the degree
Students in the Traditional Undergraduate Program must earn a minimum of 122 hours for a baccalaureate degree.

Generally no more than 60 academic credit hours transferred from two year institutions may be applied to the minimum 122 hours required for graduation. However, transfer students holding an associate degree from the North Carolina Community College system may transfer up to 64 credit hours.

No more than four credit hours in physical education may be applied towards the 122 hours required for graduation.

General Education Requirements
Students are required to satisfactorily complete all General Education requirements described below.

Major Requirement
Students are required to satisfactorily complete all requirements for a major with a minimum cumulative grade point average of 2.000 in all work in the major. The major GPA is calculated using the grades of all courses specifically required for the major including any required electives. Where the major allows a student to choose from a group of courses and the student takes more than the minimum required, the course(s) in that group with the highest grade will be used in the calculation.

Minor Requirement
Students are required to complete all requirements for a minor, or a second major, with a minimum cumulative grade point average of 2.000 in all work in the minor.

Upper Level Hours Requirement
Students are required to earn at least 36 credit hours at the 300 level or above.

Minimum Cumulative Grade Point Average
Students are required to have a minimum cumulative grade point average of 2.000 in all work at Queens.

Last 30 Hours
Students must complete the last 30 hours at Queens or in a Queens approved program.

Honor Code
Students must be in good standing with the Honor Code at the time the degree is awarded.

Residency Requirements
Every student earning a first baccalaureate degree must complete at least 45 credit hours of the degree at Queens University of Charlotte. However, the residency is reduced for second degree candidates and students in the RN-BSN track in the BSN program.

RN-BSN Track Candidates
RN-BSN track candidates must complete at Queens at least 32 of the 122 credit hours required for graduation.

Second Degree Candidates
Degree candidates who already hold an undergraduate baccalaureate degree from an accredited institution must complete at Queens at least 31 of the 122 credit hours required for graduation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Residency for Graduation with Honors
Students must complete at least 60 hours at Queens to be eligible for graduation with honors.

Convocation Requirement
Students must attend all Convocations held annually.

Assessment Requirement
Students are required to participate in a program of evaluation and assessment administered by the University to assess the effectiveness of a Queens education.

General Education Requirements

Core Program in the Liberal Arts
The Queens Core Program is a three-year interdisciplinary and interactive common experience organized developmentally and devoted to helping students examine the nature and direction of their lives. Its mission is to engage all traditional undergraduates in a shared experience of thinking critically about perennial human concerns and their diverse cultural and historical expressions, thereby educating students so that they may lead noble lives, pursue productive careers, and become responsibly active citizens in a global context. It relies especially on the opportunities for experiential learning afforded by Queens' location in a large city.

All full-time students in the traditional undergraduate program must successfully complete the four courses in the Core program in the liberal arts: CORE 112, 122, 222 and 412.

Freshmen
Students who enter Queens as freshmen take CORE 112 in the fall semester and CORE122 in the spring semester. Sophomores take CORE 222 in either the fall or the spring semester. There are no Core program courses in the third, or junior, year. Seniors take CORE 412 in either the fall or spring semester. The Core courses should be taken in sequence and must always be taken for a letter grade.

Transfer Students
When a student transfers to Queens the Registrar determines the student's class status. Full-time students are required to begin the Core Program sequence at the point appropriate for their class status. The Registrar will also determine whether the student has transferred acceptable substitutes for any Core requirements. Students who lack acceptable substitutes may either take the Core Program course(s) lacking, or the appropriate course substitution(s). (See ***Core Program Regulations***)

Part-Time Students
Part-time students are encouraged but not required to participate in the Core program. Should part- time students elect not to complete the courses in the Core sequence, they must complete approved Core program substitutions. (See ***Core Program – Substitutions***) A student whose status changes from part-time to full-time must begin the Core Program sequence at the point appropriate to his or her class status at that time.

Writing Proficiency Requirement
A student must successfully complete ENGL 110 and ENGL 120 in order to graduate.

Writing-Intensive Course Requirement
All students must successfully complete one writing-intensive course in their major. Where several courses have been identified, students must take one, but may take others if they desire.

Mathematics Proficiency Requirement
Upon entry into the traditional undergraduate program all students must demonstrate proficiency in college level mathematics. Typically, proficiency is established by successfully completing one 3-credit mathematics course at the 100-level or above.

Foreign Language Proficiency Requirement
All students whose native language is English must demonstrate competency in a foreign language through the 102 level in order to earn the bachelor's degree. Competency may be demonstrated through a placement examination administered by the foreign language department or by successfully completing a three-hour course in that language at the 102 level or above.

Natural Science Requirement
All students must successfully complete at least one laboratory-science course carrying a minimum of four credit hours. Courses that satisfy this requirement are BIOL 100, 208, 209, ENVR 101, CHEM 101/101L, CHEM 111/111L, CHEM 112/112L, ENVR 102, ENVR 201 and PHYS 101. BIOL 120, 211 or 212 will fulfill the natural science requirement for Nursing and Music Therapy majors only.

Cultural Arts and Appreciation Requirement
All students must successfully complete three credit hours in cultural arts selected from a list of either performance/studio or appreciation courses in art, music, literature, drama and dance. Courses designated as fulfilling the cultural arts and appreciation requirement will be indicated in each semester's course schedule. The hours may be taken within the student's minor but not within the student's major. A student should check with the academic advisor about courses that meet this requirement.

Liberal Arts Elective Requirement
All students must successfully complete an additional 3 credit hour elective course in the liberal arts. This credit may not be applied to the major.

Physical Education Requirement
A student must complete two physical education courses, each carrying one credit hour. The required two hours should be completed by the end of sophomore year. Participation in varsity sports does not satisfy the physical education graduation requirement. Non-swimmers are encouraged to take PHED 151 Beginning Swimming in the fall semester of freshman year. All students are encouraged to take additional courses beyond those which are required. All physical education courses are graded on a Pass/No Record basis. A student may enroll in any number of physical education courses, but only four credits may be counted toward the 122 hours required for a bachelor's degree.

The Dean of the College of Arts and Sciences may exempt a student from the physical education requirement for medical or other appropriate reasons. Such requests should be submitted in writing, normally with a supporting recommendation from a physician or the chair of the physical education department. A student exempted from the physical education requirement must still earn 122 semester hours in order to graduate.

Minor Requirement

An undergraduate program of study must include a minor. However, students who complete a second major will not be required to complete a minor. A minor consists of a minimum number of hours and a prescribed program of courses. There are three different types of minors: Departmental, Multi-Disciplinary/Interdisciplinary, and Restricted. Some majors specify the minor that students in that major must complete. If a major does not specify a particular minor, a minor from a different area than the major must be selected. Minors must be approved by the faculty advisor for the student's major. Only one course may be used to complete both a minor requirement and another graduation requirement.
See also ***Double Dipping Policy*** *and* ***List of Minors***

Internship Requirement

All full-time students are required to participate in a two credit-hour prerequisite course (INTE 297) and a total of four credit hour internship experience (INTE 498 and INTE 499) before graduation. Students with 36 hours or more of transfer credit and students majoring in music therapy, elementary education or nursing are exempt from this requirement but are still eligible for internship credit, if desired. No more than 12 hours of internship credit (including 2 INTE 297) shall be counted towards the 122 hours required for a bachelor's degree. *See also* ***About The Internship Program***

Core Program Regulations

When a student transfers to Queens as a full-time student, the Registrar will determine the student's class status. The student will then begin the Core Program sequence at the point appropriate for that status. In addition, however, the Registrar will determine whether or not the incoming student's transcript includes sufficient courses as measured by the list of substitutes for the Core Program courses not taken. Students who lack sufficient substitutes may either take the Core Program courses lacking or make up the past deficiencies with appropriate substitute courses.

Part-time, degree-seeking students who have not previously earned a baccalaureate degree are encouraged but not required to participate in the program. If part-time students elect not to complete the courses in the Core sequence, they must complete approved Core Program Substitutions in order to receive a bachelor's degree. Students who change from part-time to full-time must begin the Core Program sequence at the point appropriate to class status at that time.

Substitutions for Core Courses for Transfer Students

Based on the Registrar's evaluation of any transferred credits, a transfer student who cannot complete the Core program may be allowed to substitute other courses. Also, if a student fails a 100 or 200 level Core course or is unable to complete a Core course for sound reasons beyond the student's control, the student normally has the option of taking the course over or taking appropriate substitutes. There are no substitutions for CORE 412. The listing of Core program substitutions for 100- or 200-level Core courses follows:

CORE 100 Courses: 3 Courses (9-10 semester hours), one each from three areas:

Area One: one survey course in western or world civilization, art or literature; or an introductory religion or philosophy course.

Area Two: one survey course from the following: sociology, anthropology, macroeconomics, American history or American political science.

Area Three: one course dealing with critical thinking, e.g., laboratory science, mathematics, economics, research methods, or logic.

If a student has NO course in any of the areas listed, the student would complete three courses (one from each area) or CORE 112 and 122 OR a combination of CORE 122 and one substitute depending on the total number of credit hours transferred.

If a student has completed ONE course from one of the areas, the student would complete two additional courses (one from each of the remaining areas) OR would complete CORE 122 depending on the total number of credit hours transferred.

If a student has completed TWO courses from two areas, the student would complete one additional course from the remaining area OR take CORE 122.

Examples of Queens Courses (but not limited to the following):

Area One: ART 215, HIST 110, HIST 111, PHIL 203, RELG 205, RELG 206

Area Two: SOCI 203, PSYC 303, ECON 203, POLS 101, POLS 201, HIST 203, HIST 204.

Area Three: BIOL 100, CHEM 101, ENVR 101, ENVR 102, PHYS 101, PHIL 204, MATH 104, MATH 106, HIST 299, PSYC 201L with PSYC 201, ECON 204.

CORE 222: One course (3 semester hours), which is "international" in scope, e.g., World Religion, Anthropology, Macroeconomics, world-focused Political Science or History or equivalents to Queens'

offerings in the International Studies major. A student takes CORE 222 OR one of the course substitutes listed depending on the total number of credit hours transferred.

Examples of Queens Courses (but not limited to the following): RELG 210, ANTH 201, ECON 203, POLS 250, POLS 299, POLS 270, HIST 291, HIST 370, HIST 364, HIST 337. See International Studies Major.

CORE 412 There are no substitutions for CORE 412.

About The Internship Program

The internship experience at Queens is designed to help students explore interests and make purposeful career choices, while gaining practical experience within the real world. An internship is a planned and supervised out-of-class work experience where a student uses the skills, knowledge, and theories developed in the classroom setting in a real-world professional work environment. In addition to onsite internship experience, students are expected to complete associated academic coursework on topics covering professionalism, industry and business scenarios.

Sophomore year, students complete a prerequisite preparation course, INTE 297 The World of Work, which engages undergraduate students in the professional and career related skills that will prepare them for internships and future employment

To receive academic credit for an internship, the student must enroll in INTE 498 or 499 and also submit a Queens Internship Contract to the Internship & Career Programs office for approval. **(Music Therapy, Nursing Majors, Education Majors and transfer students with 36+ hours are EXEMPT from this graduation requirement (unless required by major or minor).**

INTE 297 is a graded course, while INTE 498 and 499 are taken on a Pass-Fail basis. Students interested in participating in a third internship can take INTE 497, also a Pass-Fail course.

Programs for Academic Enrichment

The Honors Program

The Queens Honors Program provides a high degree of freedom for academically talented and motivated students. It is open to all students regardless of the major program of study and provides qualified students with an opportunity to work at an advanced level on topics of interest in seminars and in individually guided studies with faculty, leading ultimately to an Honors Thesis or Project completed under the direction of a faculty member.

The work in Honors courses is designed to challenge gifted students and help them improve their critical thinking skills, their research methods, and their ability to argue a claim persuasively. This enriching experience is also excellent preparation for further study at the graduate level. The Honors experience begins with interdisciplinary seminars in the freshman and sophomore years, followed by a group seminar/workshop on planning an Honors project and then by the Honors project itself. Usually begun in the junior year, the Honors project is an opportunity for students to pursue a question or topic more deeply than otherwise possible in a normal four year curriculum. The topic may be in the student's major area or in some other area of special interest. Each Honors student chooses a faculty mentor to venture beyond the confines of a standardized curriculum.

The final step is for the Honors student to share what was learned by giving back to a community (campus, civic or academic), and is often the most rewarding element of the program. This could involve publishing work in a peer-reviewed journal, presenting at a regional or national conference, displaying works of art in a gallery show, or reading poetry in a campus or Charlotte venue. Upon completion of the Honors Program requirements, the words "With Honors" are added to the diploma.

Admission to the Honors Program
A limited number of incoming students are invited each year to enroll in HONR 110. Any student who has a minimum cumulative GPA of 3.25 after any semester, including the first, can join the Honors Program by simply enrolling in one of the Honors Seminars (HONR 210 or 220). Students with grades of Incomplete and transfer students in their first semester at Queens are ineligible to participate in Honors classes unless granted special permission from their advisor and the Honors Director.

Retention in the Honors Program
A student in the Honors Program must be enrolled for a minimum of 12 hours and maintain a cumulative grade point average of 3.25 or higher. If a student drops below the required cumulative 3.25 GPA after registering for an Honors course, the Registrar will drop the student from the Honors course at the beginning of the term.

Requirements
The requirements for completion of the Honors Program and graduation with Honors thesis are:

Completion of any three (3) honors seminars (a total of 9 credit hours) chosen from
HONR 110 First-Year Honors Seminar
HONR 210 Honors Seminar
HONR 220 Honors Conversations

Plus
HONR 310 Intro to Honors Project (2 credits)
HONR 320 Honors Project (2 credits)
HONR 410 Honors Project (2 credits)
HONR 420 Honors Service (1 credit)

The John Belk International Program

The John Belk International Program, administered by the Center for International Education, offers students the chance to broaden their global perspective, experience another culture, and discover another part of the world. All full-time students in the Traditional Undergraduate Program who are in good standing with the University, have a minimum cumulative GPA of 2.000, and have third-year status are eligible to participate in the John Belk International Program.

The John Belk International Program provides a generous grant to help cover expenses for most program options for students who meet eligibility requirements. Juniors who have been fulltime students in the Traditional Undergraduate Program at Queens for fewer than four semesters at the time of the program may participate fully by paying a prorated supplement. Others - part-time students, Hayworth School students, students who wish to have a JBIP experience before they are eligible to do so, or those that wish to have multiple JBIP experiences - may participate at their own expense on a space-available basis.

Each spring rising juniors identify the programs that best fit their interests and academic needs and apply for their programs. The Center for International Education provides four options for students to see the world:

- Short Term Faculty-Led Programs: These courses, led by Queens faculty, generally last two to three weeks. Some begin with a semester-long preparation class on- campus. Others are structured so that most instruction is done while abroad. A variety of options are available each year.
- Semester or Year Long Programs: Queens is a partner of International Student Exchange Programs (ISEP) and has several other exchange partnerships, allowing Queens students to study for a semester or year in over 50 countries around the world.
- International Internships: The Center for International Education has internship options available around the world and can work with students interested in creating their own international internship. These internships can fulfill Queens' internship requirement,
- Language Immersion: Students who have taken the equivalent of Intermediate Level 1 of foreign language classes may participate in a language immersion for four weeks in a variety of locations around the world. Language immersion options are also available for semester long programs.

Each spring, rising juniors identify the programs that best fit their interests and academic needs and apply. Many programs are competitive for space. Students normally participate following completion of the spring semester of their junior year.

Requirements and Qualifications for JBIP Programs
At the time of application all applicants must:

- be sophomores in no less than their fourth regular semester of University study or be on track to have Junior standing at the time of participation;
- have a minimum of 52 earned hours at the beginning of the Fall Term or a minimum of 65 earned hours by the end of the Fall Term;
- have a minimum cumulative GPA of 2.000;
- be in good standing with the University.

In order to participate in the John Belk International Program all applicants must also:

- have a minimum of 52 earned hours at the beginning of the Fall Term or a minimum of 65 earned hours by the end of the Fall Term of the year of participation;
- maintain a minimum cumulative GPA of 2.000 through the term immediately preceding their experience abroad;
- successfully complete any preparatory coursework associated with the program and attend all required pre-departure meetings;
- remain currently enrolled students at Queens;
- remain in good standing with the Honor Code;
- remain in good financial standing with the University; and

- agree to abide by all University rules and regulations governing the John Belk International Program.

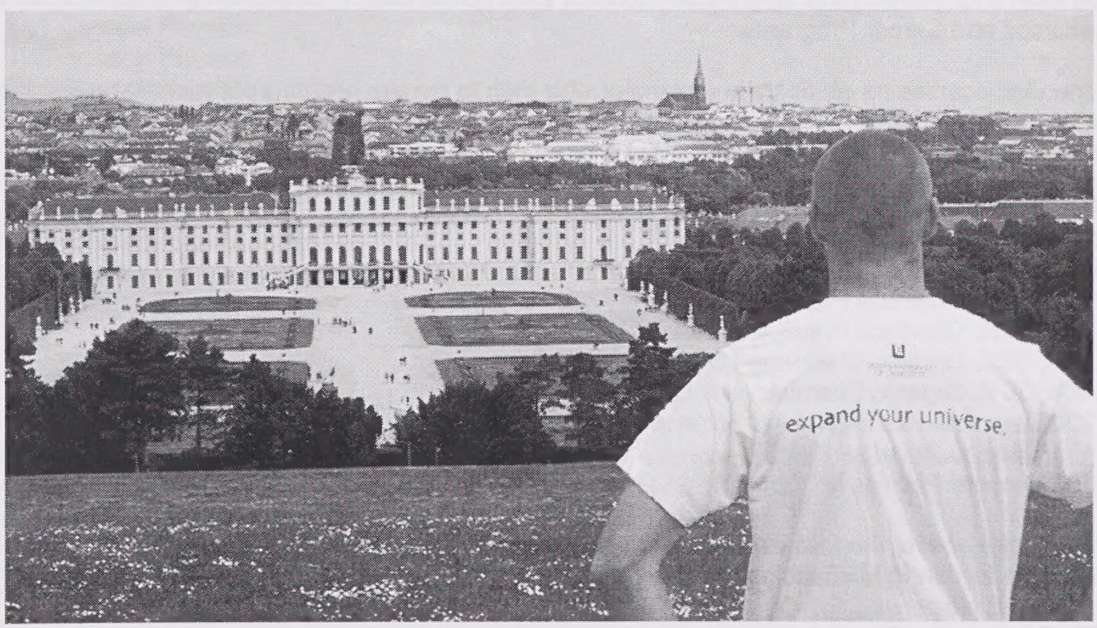
Queens' policy is that students in traditional undergraduate programs are not normally eligible to participate in a JBIP Short Term Faculty-Led Program until the end of their junior year. The only exception is for students who participate in winter term faculty-led programs during their junior year, or students who participate at their own expense if space is available.

Students in JBIP short-term faculty-led courses must enroll in the associated course in the term prior to travel and earn or be on-track to earn a grade of C- or better before travel commences. Any student who earns a grade below a C- will not be eligible to travel with the class. If there is a separate course associated with the travel portion of the program, student must enroll in that course to travel with the group.

Important JBIP Notes:

- Any requests for exceptions to JBIP policies must be directed to the Director of the Center for International Education. Exceptions may incur additional fees.
- All short-term faculty-led programs are planned and arranged by the Center for International Education and led by Queens faculty.
- All short term programs are offered contingent upon sufficient enrollment and have a limited number of places.
- All other offerings — language immersion, semester abroad programs and international internships scholarships — are also overseen by the Center for International Education.
- The JBIP Program provides a grant to cover some expenses of Queens-approved programs for students who meet the eligibility requirements. There are supplemental fees for the more extensive programs. Students participating in a semester or year abroad pay Queens comprehensive tuition, room and board with scholarships and loans still in effect.

For more information visit the Center for International Education in Everett Library or the John Belk International Program Portal Site https://queens.abroadoffice.net



Pre-Professional Advising Programs

Students who wish to prepare for post-baccalaureate professional education in a number of fields are served at Queens by special faculty advisors and Internships and Career Programs. Students are encouraged to consult the appropriate advisor in planning their course work. Such students should, in combination with an individual major, structure a program of study which is recommended as suitable preparation by the faculties and admissions committees of graduate and professional programs.

Law schools do not require or recommend specific majors. They do advise, however, that students examine a wide variety of subjects and ideas which lead to a broad understanding of the political, economic, social and cultural forces affecting our body of law and the society it orders. They also recommend that students develop the skills of logical reasoning, problem solving and effective written and oral communication. Such areas of knowledge are comprehensively addressed in the Core Program in the Liberal Arts at Queens as well as in individual majors. A **Pre-Law Minor** is housed in the Political Science and International Studies Department. Students interested in preparation for legal studies are encouraged to consult the pre-law advisor. Information concerning the Law School Admissions Test (LSAT) is available at Internships and Career Programs.

Seminaries and divinity schools do not require a specific major, but a background in religion and work experience in religious settings offer helpful preparation for study of the ministry. Study and training in communication, psychology, and sociology provide further foundational skills for range of ministerial professions. A **Pre-Ministry Minor** is housed in the Philosophy and Religion Department. Department faculty will work to facilitate excellent pre-professional internships for interested students. Students interested in preparation for study of the ministry are encouraged to consult the pre-ministry advisor.

Health professions schools generally do not require a specific major but do have prerequisite courses in mathematics, the natural sciences and in some cases the social sciences. Students interested in the four areas of medicine, dentistry, veterinary medicine or other health related professions should complete a sound liberal arts program in any major while making sure that sufficient and appropriate courses that constitute pre-requisites in their area of professional interest are included.

Students who plan to apply to professional programs should consult with the faculty advisor and should check the admissions requirements for each school to which they might apply. Information about required entrance exams for professional or graduate schools such as the MCAT, DAT and GRE is available from the Internships and Career Programs.

Recommended courses for students in any major who wish to pursue health professional studies after graduation are listed below. These programs are not intended to meet the minor requirement for graduation, but courses may be selected within a program that will fulfill a specific minor.

PRE-MEDICAL/PRE-DENTAL PROGRAM
BIOL 209 Principles of Biology II
BIOL 402 Genetics
CHEM 111, 111L Chemical Principles I & Lab
CHEM 112, 112L Chemical Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
ENVR 220 Data Analysis for Natural Sciences
PHYS 101 General Physics I
PHYS 102 General Physics II

In addition to the above, the following courses are recommended:
BIOL 307 Introduction to Microbiology
BIOL 400 Cell Biology
BIOL 401 Comparative Physiology
CHEM 403, 403L Biochemistry I and Lab
CHEM 404, 404L Biochemistry II and Lab
MATH 121 Calculus
Total: 36 Hrs.

A pre-medical/pre-dental program of study may contain all of the requirements for the minor **Physical Sciences III:** CHEM 111,111L, CHEM 112,112L, PHYS 101, 102.

PRE-OCCUPATIONAL THERAPY PROGRAM
MATH 106 Introductory Statistics
BIOL 209 Principles of Biology II
BIOL 213 Anatomy & Physiology I
BIOL 214 Anatomy & Physiology II
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
Total: 37 Hrs.

A pre-occupational therapy program of study may contain all of the requirements for the minor **Physical Sciences III:** CHEM 111,111L, CHEM 112,112L, PHYS 101, 102.

PRE-PHYSICAL THERAPY PROGRAM
Prerequisites for entry to graduate physical therapy programs vary widely. Students should explore the prerequisites to PT programs that they may apply to as early as possible during their undergraduate studies.

BIOL 209 Principles of Biology II
BIOL 213 Anatomy & Physiology I
BIOL 324 Anatomy & Physiology II
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
MATH 106 Introductory Statistics
PHYS 101 General Physics
PHYS 102 General Physics
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology

Complete one of the following:
BIOL 307 Introduction to Microbiology
BIOL 402 Genetics
BIOL 403 Developmental Biology

Total: 44 Hrs.

A pre-physical therapy program of study may contain all of the requirements for the following minors:
Physical Sciences III: CHEM 111,111L, CHEM 112,112L, PHYS 101, 102.
Human Biology: BIOL 209, BIOL 213, BIOL 214, BIOL 402 Genetics.

PRE-VETERINARY MEDICINE PROGRAM
BIOL 209 Principles of Biology II
BIOL 307 Introduction to Microbiology
BIOL 402 Genetics
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 401, 401L Biochemistry and Lab or Chemistry 403, 403L Biochemistry I and Lab
MATH 121 Calculus I
ENVR 220 Data Analysis for Natural Sciences
PHYS 101 General Physics
PHYS 102 General Physics
Total: 50 Hrs.

Note: BIOL 400, Cell Biology, and BIOL 401, Comparative Physiology, are strongly recommended.

A pre-veterinary medicine program of study may contain all of the requirements for the minor **Physical Sciences III:** CHEM 111,111L, CHEM 112,112L, PHYS 101, 102.

The Hayworth School of Graduate and Continuing Studies

The Hayworth School of Graduate and Continuing Studies (SGCS) provides oversight and coordination of the University's baccalaureate and graduate programs for adult learners, including the summer term. On-ground classes are offered along with evening, hybrid and online classes.

The SGCS consists of adult undergraduate, nursing, and graduate admissions student services including academic advising. The SGCS is located in Withers House, 2025 Selwyn Avenue, Charlotte NC 28274. For information, please call 704-337-2314.

Undergraduate Programs for Non-Traditional Students

Queens University of Charlotte offers baccalaureate degrees to non-traditional age students through the **Hayworth School.** The SGCS welcomes those who wish to begin college for the first time, complete a first or second bachelor's degree, or to take courses for personal or professional development.

Evening Majors

The following majors offer classes during the evening with some online availability. : Business Administration, Communication, Elementary Education, English-Creative Writing, English-Literature, Human Service Studies, Interior Design, and Psychology. For more information, please continue to **Hayworth School of Graduate and Continuing Studies.**

Graduate Programs

Queens University of Charlotte offers masters degree programs and non-degree graduate certificates. Graduate programs offered by the University include:

The College of Arts and Sciences

- Master of Fine Arts (MFA) in Creative Writing
- Master of Arts (MA) in Interior Architecture and Design
- Master of Arts (MA) in Music Therapy (pending approval)

The McColl School of Business

- Master of Business Administration (MBA) Professional, Online and Executive programs
- Master of Science (MS) in Executive Coaching
- Master of Science (MS) in Organization Development
- Graduate Coaching Certificate

The Knight School of Communication

- Master of Arts (MA) in Communication

The Wayland H. Cato, Jr., School of Education

- Master of Arts in Teaching (MAT) in Elementary Education
- Master of Education (MED) in Literacy (K-12)
- Master of Arts (MA) in Educational Leadership Post Baccalaureate Teacher Licensure

The Presbyterian School of Nursing

- Master of Science in Nursing (MSN)

Online Degree Programs

- Master of Business Administration (MBA- Healthcare Administration/Leadership)
- Master of Arts in Communication (MA)
- Master of Arts in Educational Leadership (MA)
- Master of Science in Nursing (MSN-Clinical Nurse Leader)

For more information please continue to **Graduate Studies**.

Hayworth School Undergraduate Continuing Studies

Admission

Undergraduate Continuing Studies Offerings
Offers baccalaureate degrees to non-traditional age students who wish to begin college for the first time, complete a first or second bachelor's degree or take courses for personal or professional development. Prospective students are encouraged to complete an online application by visiting the web site to apply now.

Campus Visits
Students seeking information about the University are encouraged to visit the campus and the Hayworth School Admissions Office. The office is open from 9am-6pm, Monday through Thursday, and 9am-4:30pm on Fridays. Appointments can be made outside of regular office hours by calling 704 337-2314 or email Hayworth@queens.edu. Prospective students are encouraged to make an appointment so that adequate time is provided to cover general admissions procedures.

Application Deadline
While there are no deadlines for application, prospective students should apply for admission as early as possible. The Admissions Office will act on an application as soon as all required information has been received.

Requirements for Admission
To be considered for admission as a degree candidate, prospective students must submit the following:
- One official high school transcript OR official evidence of a high school diploma or the equivalent
- A written statement describing your reasons for attending Queens University of Charlotte
- One official academic transcript(s) from all colleges or universities previously attended
- A completed application form and a $50 application fee
- A medical record may be required if the student will be enrolled as a full-time student

International Student Admission
All International students must submit the following in order to be considered for admission to Queens University of Charlotte:
1. Application Fee $100
2. Transcripts: Secondary school transcripts in a language other than English are to be translated into English by an official at the school issuing the transcript, or by a certified translator. If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES) www.wes.org.
3. Standardized Test Scores:
   SAT or ACT or TOEFL is required with a minimum score of:
   a. 550 (written test)
   b. 213 (electronic test), or
   c. 79 (internet based test)
   A minimum composite score of 6.0 on the IELTS is also required. In lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program www.els.com.
4. Certificate of Finances: A certified financial statement indicating the amount of funds available for their education in the United States.
5. Personal Essay explaining why a student would like to attend Queens and to verify their ability to write and communicate in the English language.

Full acceptance into the University is required before an I-20 may be issued. International undergraduate students must be enrolled in at least 12 credits in order to be eligible for an F-1 student VISA.

Probational Admission
Students accepted on probation must meet the requirements as outlined in their acceptance letter in order to continue enrollment at Queens.

Conditional Admission
Students who are conditionally admitted to the University must meet the requirements for full acceptance in order to continue taking courses at Queens. Conditionally admitted students are not eligible to receive financial aid until their file is complete and they are fully accepted.

Admission to Pursue a Second Baccalaureate Degree
Students who hold an undergraduate degree, either from Queens or from another accredited institution, may obtain a second baccalaureate degree from Queens, provided the major is different from that of the original degree. Such students must meet all degree requirements stipulated for transfer students except the residency requirement is reduced to 30 semester hours. Queens alumni who wish to add a second major within the same baccalaureate degree may do so by fulfilling the requirements for that major as stipulated in the catalog for the year of re-entry to Queens.

Evaluation of Transferred Credit
The Registrar will evaluate the transcripts of accepted candidates only after all college transcripts have been received and a candidate has been fully accepted. When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer and determines the student's class status. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens. For additional information see *Prior Learning Assessment.*

Non-Degree Students
A non-degree student is a student who is admitted to the University without the expectation that he or she will earn a degree. (See Undergraduate Policies for policies on ***non-degree student enrollment.)***

Application
To apply as a non-degree student, the following materials are required:
- Evidence of a high school diploma or the equivalent, or proof of most recently awarded degree
- A completed application form and a $50 application fee
- Unofficial transcripts of all post-secondary coursework

Transient Students
Degree candidates at another college or University taking courses at Queens by special arrangement, with the intention of transferring those courses back to their home school are considered "transient students." Transient students must comply with all college regulations and must maintain a "C" average to continue enrollment.
To apply as a transient student, the following materials are required:
- A letter from the Registrar of the student's home institution verifying that the student is in good standing and has permission to take courses at Queens University of Charlotte
- A completed application form and a $50 application fee

Hayworth School Undergraduate Continuing Studies

Degree Requirements

Queens University of Charlotte offers programs of study leading to the Bachelor of Arts, Bachelor of Business Administration, Bachelor of Music, Bachelor of Science and Bachelor of Science in Nursing degrees. While these programs differ from each other in significant ways, each is rooted in the tradition of the liberal arts, and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life. Accordingly, in order to earn a baccalaureate degree a student must meet the following requirements:

Minimum Hours for the degree
Students in the Hayworth School program must earn a minimum of 120 credit hours for a baccalaureate degree. Generally no more than 60 academic credit hours transferred from two year institutions may be applied to the minimum hours required for graduation. However, transfer students holding an associate degree from the North Carolina Community College system may transfer up to 64 credit hours.

General Education requirements
Students in the Hayworth School program are required to satisfactorily complete all general education requirements described below.

Major Requirement
Students are required to satisfactorily complete all requirements for a major with a minimum cumulative grade point average of 2.000 in all work in the major. The major GPA is calculated using the grades of all courses specifically required for the major including any required electives. Where the major allows a student to choose from a group of courses and the student takes more than the minimum required; the course(s) in that group with the highest grade will be used in the calculation.

Upper Level Hours Requirement
Students are required to earn at least 36 credit hours at the 300 level or above. (Credits transferred from a two-year college, regardless of the course equivalency or requirement satisfied; do not apply to the 36 credit hour requirement.)

Minimum Cumulative Grade Point Average
Students are required to have a minimum cumulative grade point average of 2.000 in all work at Queens.

Last 30 Hours
Students must complete the last 30 hours at Queens or in a Queens approved program.

Honor Code
Students must be in good standing with the Honor Code at the time the degree is awarded.

Residency Requirements
Every student earning a first baccalaureate degree must complete at least 45 credit hours of the degree at Queens University of Charlotte. However, the residency is reduced for second degree candidates and students in the RN-to-BSN program.

RN-to-BSN Candidates
RN-to-BSN candidates must complete at Queens at least 36 of the 120 credit hours required for graduation.

Second Degree Candidates
Degree candidates who already hold an undergraduate baccalaureate degree from an accredited institution must complete at Queens at least 31 of the 120 credit hours required for graduation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Residency for Graduation with Honors
Students must complete at least 60 hours at Queens to be eligible for graduation with honors.

Assessment Requirement
Students are required to participate in a program of evaluation and assessment administered by the University to assess the effectiveness of a Queens education.

General Education Requirements

PROFICIENCY REQUIREMENTS

Writing Proficiency
A student must enroll in and successfully complete two composition courses, ENGL110 and ENGL120These courses must be completed in the first year at Queens or transfer comparable course credit.

Writing-Intensive Course Requirement
All students must successfully complete one writing-intensive course in their major. Where several courses have been identified, students must take one, but may take others if they desire.

Mathematics Proficiency
A student must successfully complete one 3-credit hour college level mathematics course or place into Calculus I. A mathematics placement test is not required.

Computer Proficiency
A student must successfully complete CIS110, or test out of CIS110, or transfer comparable course credit.

PERSONAL AND SOCIAL RESPONSIBILITY REQUIREMENTS

Civics Requirements
A student must earn 3 credit hours from a course designated as an *American Civics course.*
A student must earn 3 credit hours from a course designated as an *International or Global issues course.*

Ethics Requirement
A student must earn 3 credit hours from a course at the 300 or 400 level designated as an *Ethics course.*

FOUNDATION REQUIREMENTS

A minimum of 22 credit hours of foundation courses from the areas below must be earned for a bachelor's degree. A course which satisfies a personal and social responsibility requirement may not also be used to satisfy a foundation requirement. However, prerequisite courses to a major may be used to satisfy foundation requirements.

Area I: Natural Sciences
A student must earn at least seven credit hours in two approved science courses, at least one of which must be a laboratory science course carrying a minimum of four semester hours of credit.

Area II: Fine Arts
A student must earn at least three credit hours in the fine arts chosen from art or music. Studio courses will not meet the fine arts requirement.

Area III: Humanities
A student must earn at least six credit hours in humanities chosen from two of the following disciplines: History, Literature and Philosophy-Religion.

Area IV: Social and Behavioral Sciences
A student must earn at least six credit hours in the social or behavioral sciences, chosen from two of the following disciplines: Psychology, Sociology, Political Science or Macroeconomics.

ABOUT THE MAJOR PROGRAM OF STUDY

Each student must complete the requirements for a major in addition to completing the Proficiency and Foundation requirements.

Evening Majors

Requirements for the following majors are offered in the evenings or online for the convenience of the student who prefers non-traditional class times. Additionally, students who are able to take required courses during the day, may apply to any major offered by the university.

- **Business Administration Major (BBA)**
- **Communication Major**
- **Elementary Education Major**
- **English-Creative Writing Major**
- **English-Literature Major**
- **Human Service Studies Major**
- **Interior Architecture and Design Major**
- **Psychology Major**

Admission to the Major
Application and admission to some major is required.
*See **Declaration of a Major and Admission to the Major**.*

MINORS
A minor consists of a minimum number of hours and a prescribed program of courses described in detail under the discipline offering the minor. A minor is not required for students in the Hayworth School program, however, an undergraduate program of study may include one or more minors. Unless the major requires that a particular minor be completed, a minor from a different area than the major must be selected.

The following minors may be completed taking courses in the evenings, on weekends, or online:

- **Business Administration Minor**
- **Creative Writing Minor**
- **English Minor**
- **Health Sciences Minor**
- **Human Service Studies Minor**
- **Interior Architecture and Design Minor**
- **Organizational Communication Minor**

- Psychology Minor II
- Religion Minor
- Sociology Minor
- Sociology-Anthropology Minor

Elective Courses
In consultation with the advisor a student chooses elective courses to complete the number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

The Honor Code

The Honor Code of Queens University of Charlotte is at the heart of our commitment to integrity and academic freedom. The Honor Code is binding on all members of the University community and applies to all phases of life at the University. Queens students are responsible for their personal conduct at all times and shall be subject to discipline, including possible suspension, for behavior that discredits themselves or the University. As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Honor Code: *As a member of the Queens University of Charlotte community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*

Academic Pledge: *I pledge truthfulness and absolute honesty in the performance of all academic work.*

Community Pledge: *I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.*

Violations of the Honor Code
Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty. Two examples of the latter are plagiarism, the use of another's words or ideas without giving credit to the source, and computer misuse, including accessing, transferring or altering information without authorization.

See also The University: ***The Honor Code.***

Honors and Awards

The Hayworth School Dean's List is described in ***Undergraduate Academic Policies***.

For a complete list of the University's honor societies specific to academic fields, see The University section on ***Honor Associations and Awards***.

Alpha Sigma Lambda
The Theta Chi chapter of the Alpha Sigma Lambda National Honor Society, the national honor society for students in continuing higher education, was installed in 1998. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career.

Students must meet the following minimum requirements to be considered for membership: have earned a minimum of 30 semester hours in Hayworth School, with at least half of these credits in courses outside the student's major field. Members shall be elected only from the highest ten percent of those students who meet these requirements. Those selected must have a minimum GPA of 3.2.

Academic Policies

SCGS students are responsible for all policies published in this Catalog or in other university documents published in print or online.

*See also **Student Rights and Responsibilities***

*See also **Undergraduate Academic Policies.***

Student Services

*See Also The University: **Student Services***

Student Government Association (SGA) The Hayworth School SGA, organized in 1981, is the formal means of student involvement in the operations and activities of the School of Graduate and Continuing Studies. Representatives are elected each fall by the student body and serve as liaisons between students, faculty and administration. Officers of the SGA may be asked to serve on SGCS Judicial Committees.

Withers House The SGCS offices are located in Withers House and provide academic advising and amenities for students including a student lounge with WIFI; a conference room; a small computer lab; and a break room with vending machines and microwave.

Emergency Telephones are located in each of the parking areas and buildings on campus. These should be used by persons requesting assistance or in need of help from Campus Police.

Escorts Persons may call 704-337-2306 or come by the Campus Police Office and request an escort to or from the parking lots. This service is available 24 hours a day. Please keep in mind that it might take a few minutes to give you the assistance because of other duties or emergencies that may arise.

The Undergraduate Curriculum: Majors and Minors

MAJORS

The following majors, minors and certificates are available to all undergraduates whether admitted to the Traditional Undergraduate Program or the Hayworth School Program.

	Major Offered	Department or School
1.	Accounting (BBA)	School of Business
2.	Allied Health (BS)	Kinesiology Department
3.	Art History (BA)	Art Department
4.	Arts Leadership & Administration (BA)	Art Department
5.	Biochemistry (BS)	Chemistry & Environmental Science Department
6.	Biology (BA)	Biology Department
7.	Biology (BS)	Biology Department
8.	Business Administration (BBA)	School of Business
9.	Chemistry (BS)	Chemistry & Environmental Science Department
10.	Communication (BA)	School of Communication
11.	Creative Writing (BA)	English and Creative Writing Department
12.	Elementary Education (BA)	School of Education
13.	English-Literature (BA)	English and Creative Writing Department
14.	Environmental Science (BS)	Chemistry & Environmental Science Department
15.	Environmental Studies (BA)	Chemistry & Environmental Science Department
16.	Exercise and Sport Sciences (BS)	Kinesiology Department
17.	Finance (BBA)	School of Business
18.	French (BA)	World Languages Department
19.	History (BA)	History Department
20.	Human Service Studies (BA)	Human Service Studies Department
21.	Interior Architecture and Design (BA)	Art Department
22.	Interdisciplinary Health Services (BS)	Kinesiology Department
23.	International Studies (BA)	Political Science & Sociology Department
24.	Journalism and Digital Media (BA)	School of Communication
25.	Mathematics (BA)	Mathematics & Physics Department
26.	Music (BA)	Music, Theatre & Dance Department
27.	Music Therapy (BM)	Music, Theatre & Dance Department
28.	New Media Design (BA)	Art Department
29.	Nursing (BSN)	School of Nursing
30.	Philosophy (BA)	Philosophy-Religion Department
31.	Political Science (BA)	Political Science & Sociology Department

Major Offered	Department or School
32. Psychology (BA)	Psychology Department
33. Religion (BA)	Philosophy & Religion Department
34. Sociology (BA)	Political Science & Sociology Department
35. Spanish (BA)	World Languages Department
36. Sport Management (BS)	Kinesiology Department
37. Studio Art (BA)	Art Department
38. Theatre (BA)	Music, Theatre & Dance Department
39. Two Languages (BA)	World Languages Department

Evening Majors
All courses required to complete the following majors are offered during the evening, on weekends, or online: Business Administration (BBA), Communication (BA), Elementary Education (BA), Creative Writing (BA), English-Literature (BA), Human Service Studies (BA), Interior Design (BA) and Psychology (BA). When considering one of these majors a student should contact the chair of the major department or school early on to ensure that course timing, major requirements, and relevant policies are understood.

MINORS

There are three different types of minors: Departmental/School, Multidisciplinary/ Interdisciplinary, and Restricted. Department and School Minors are offered for any student outside that student's major area. Multi-Disciplinary and Inter-Disciplinary Minors are offered for any student outside that student's major area. A Restricted Minors may be used as a graduation requirement only by the students in a specified major. The requirements for each minor are found with the Department or School curriculum.

Evening Minors
All courses required to complete the following minors are offered during the evening, on weekends, or online: Business Administration, Creative Writing, English, Health Sciences, Human Service Studies, Interior Design, Organizational Communication, Psychology II, Religion, Sociology, and Sociology-Anthropology.

Minor Offered	Department, College or School
1. Actuarial Science	Mathematics & Physics
2. American Literature	English- Creative Writing
3. American Political Studies	Political Science & Sociology
4. Anthropology	Political Science & Sociology
5. Art History	Art
6. Arts Leadership & Administration	Art
7. Biological Sciences	Biology
8. British Literature	English- Creative Writing
9. Business Administration	School of Business
10. Chemistry	Chemistry & Environmental Science
11. Creative Writing	English-Creative Writing
12. East Asian Studies	History
13. Elementary Education	School of Education
14. English	English -Creative Writing

Minor Offered	Department, College or School
15. Entrepreneurship	School of Business
16. Environmental Biology	Biology
17. Environmental Chemistry	Chemistry & Environmental Science
18. Environmental Policy	Chemistry & Environmental Science
19. Environmental Studies	Chemistry & Environmental Science
20. Ethics	Philosophy-Religion
21. Ethnic and Minority Studies	Political Science & Sociology
22. European History	History
23. European Political Studies	Political Science & Sociology
24. Exercise and Sport Sciences	Kinesiology
25. French	World Languages
26. General Business	School of Business
27. Health Sciences	College of Health
28. Human Service Studies	Human Service Studies
29. Human Biology	Biology
30. Interior Architecture and Design	Art
31. International Business Environment	School of Business
32. International Studies	Political Science & Sociology
33. Latin American History	History
34. Leadership	School of Business
35. Marketing	School of Business
36. Mathematics	Mathematics & Physics
37. Mathematics/Chemistry	Mathematics & Physics
38. Media Studies and Popular Culture	School of Communication
39. Music	Music, Theatre & Dance
40. Music History	Music, Theatre & Dance
41. Musical Theatre	Music, Theatre & Dance
42. New Media Design	Art Department
43. Organizational Communication	School of Communication
44. Peace Studies and Conflict Resolution	Philosophy-Religion
45. Philosophy	Philosophy-Religion
46. Physical Sciences I	Chemistry & Environmental Science
47. Physical Sciences II	Chemistry & Environmental Science
48. Physical Sciences III	Chemistry & Environmental Science
49. Physical Sciences IV	Chemistry & Environmental Science
50. Political Economy	Political Science & Sociology
51. Political Science	Political Science & Sociology
52. Pre-Law	Political Science & Sociology

Minor Offered	Department, College or School
53. Pre-Ministry	Philosophy-Religion
54. Psychology I and II	Psychology
55. Psychology/Science	Psychology
56. Public Health	College of Health
57. Religion	Philosophy-Religion
58. Secondary Education	School of Education
59. Sociology	Political Science & Sociology
60. Sociology-Anthropology	Political Science & Sociology
61. Spanish	World Language
62. Spanish for Health Care Professionals	World Language
63. Sport Management	Kinesiology
64. Sports Communication	School of Communication
65. Sport Studies	Kinesiology
66. Stage Combat	Music, Theatre & Dance
67. Studio Art	Art
68. Technical Theatre	Music, Theatre & Dance
69. Theatre Performance	Music, Theatre & Dance
70. United States History	History
72. War and Conflict in History	History
73. Women's Studies	Political Science & Sociology

Certificates for Non-Degree Candidates

Certificate	Department, College or School
• Certificate in Creative Writing	English-Creative Writing
• Music Therapy Equivalency Certificate	Music, Theatre & Dance
• Certificate in Business Foundations	School of Business

Pre-Professional Programs

The University also has suggested programs of study for students who wish to prepare for post-baccalaureate study in legal studies, the ministry, and medical, dental, occupational therapy, physical therapy, or veterinary medicine. The pre-law and pre-ministry programs are minors (see list above). While the medical programs of study are not intended to meet the minor requirement for graduation, courses may be selected within each program to fulfill a specific minor. *See **Pre-Professional Programs***

The College of Arts and Sciences

The College of Arts & Sciences is composed of eleven departments offering a total of twenty-eight majors. The Cato School of Education, housed in the College of Arts and Sciences, offers the major in Elementary Education as well as a variety of N.C. teacher licensure programs.

Art Department Majors
- Art History
- Arts Leadership & Administration
- Interior Architecture and Design
- New Media Design
- Studio Art

Biology Department Majors
- Biology (BA)
- Biology (BS)

Chemistry & Environmental Science Department Majors
- Biochemistry
- Chemistry
- Environmental Science
- Environmental Studies

English and Creative Writing Department Majors
- Creative Writing
- English-Literature

History Department Major
- History

Mathematics & Physics Department Majors
- Mathematics

Music, Theatre & Dance Department Majors
- Drama
- Music
- Music Therapy

Philosophy & Religion Department Majors
- Philosophy
- Religion

Political Science & Sociology Department Majors
- Political Science
- International Studies
- Sociology

Psychology Department Majors
- Psychology

World Languages Department Majors
- French
- Spanish
- Dual Language

Cato School of Education
- Elementary Education

ART DEPARTMENT

The majors in Art History, Arts Leadership and Administration, Interior Architecture and Design, New Media Design and Studio Art provide students with both the technical ability for expression as well as an understanding of the history of art. Art students relate to historical and contemporary cultures outside of themselves and thereby obtain a deeper understanding of their own communities. In making art, defending their work and studying the creative process, students develop critical and creative thinking and master a theoretical and practical understanding of aesthetic judgments. This could lead to productive careers in academia, museums, galleries, art dealing, art conservation, art criticism, publishing, education, new media design, interior design, broadcast design, interactive design, art and design entrepreneurship, arts and non-profit leadership and administration, arts advocacy and as independent artists.

Degree
The majors in Art History, Arts Leadership and Administration, Interior Architecture and Design, New Media Design and Studio Art lead to a Bachelor of Arts degree.

Writing Intensive Requirement
The writing-intensive course requirement is met with ART 216..

Art History Major

Requirements for the major in Art History:
ART 102 Foundations I of Art and Design
ART 103 Foundations II of Art and Design
ART 250 Intro to Arts Leadership & Administration
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art - Present
ART 308 19th Century Art: Rise of Modernism
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art
ART 315 20th and 21st Century Art: Modern Era
ART 316 Baroque & Rococo Art
ART 350 Arts in the World
ART 401 Seminar in Art History
ART 405 Creative Literacy: Building Literacy through the Arts
ART 498 Senior Paper

Plus one of the following courses:
ARDE 325 History of Architecture & Interiors
ART 306 History of Design
ART 200 History of Decorative Arts
ART 325 History of Photography
ART 400 Art Criticism

Arts Leadership & Administration Major

Art students interested in careers in arts leadership and administration are encouraged to double-major with Arts Leadership and Administration.

Requirements: Students are required to complete 39 hours in the Arts Leadership and Administration major, 30 hours of core courses, plus one of four arts tracks (9 hours): Art, Drama, Music, or Writing and Publishing.

Requirements for the major in Arts Leadership & Administration are:
ART 250 Intro to Arts Leadership & Administration
ART 350 Arts in the World
ART 405 Creative Literacy: Building Literacy through the Arts **or** BUSN 403 Innovation & Creativity
BUSN 207 Financial Accounting
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
IDST 201 Arts in Action
IDST 301 Arts Development
IDST 305 Leadership
IDST 401 Capstone in Arts Leadership & Administration

***Plus** complete the courses required for one of the following tracks:*

Art Track
ART 102 Foundations I
ART 215 Ancient to Early Renaissance Art **or** ART 216 High Renaissance Art-Present

Plus one of the following:
ARDE 208 Fundamentals of Interior Design
ART 210 Fundamentals of New Media Design
One 300 or 400 level Art History class
One 300 level Studio Art class

Drama Track
THTR 200 Introduction to Dramatic Studies
THTR 215 Stagecraft (3 credits)

Plus three (3) credit hours from the following applied courses:
THTR 245 Stage Management Practicum
THTR 321 Lighting and Sound Practicum
THTR 330 Costuming and Makeup Practicum
THTR 340 Scenic Arts Practicum
THTR 322 Lighting and Sound Practicum II
THTR 332 Costuming and Makeup Practicum II

THTR 342 Scenic Arts Practicum II
THTR 345 Stage Management Practicum II

Music Track
MUSC 100 Introduction to Music
MUSC 110 Fundamentals of Music
MUSC 202 History of Musical Theatre
or MUSC 207 Music in America

Writing & Publishing Track
ENGL 206 Introduction to Creative Writing
ENGL 319 Literary Publishing/Editing: Signet

Plus one of the following courses:
ENGL 307 Writing of Creative Nonfiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction
Total: 42 Hrs.

New Media Design Major

Requirements for the major in New Media Design:
ART 102 Foundations I of Art and Design
ART 103 Foundations II of Art and Design
ART 204 Drawing
ART 210 Fundamentals of New Media Design
ART 216 High Renaissance Art -Present
ART 306 History of Design
ART 305 Adv Studio Lab in New Media Design
ART 311 Typography
ART 317 Digital Illustration
ART 318 Motion Graphics and Animation
ART 319 Interactive and Web Design
ART 356 Information Design
ART 497 Senior Critique

Plus one of the following courses:
ART 237 Digital Video Art
ART 357 Game Design

Plus one of the following courses:
ART 226 Digital Photography I
ART 321 Digital Experience
ART 304 Printmaking
Total: 42 Hrs.

Studio Art Major

Requirements for the major in Studio Art:
ART 102 Foundations I of Art and Design
ART 103 Foundations II of Art and Design
ART 204 Drawing
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art -Present
ART 497 Senior Critique

Plus three of the following courses:
ART 223 Ceramics
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
ART 305 Advanced Studio Lab in Studio Art
(to be taken 3 times)

Plus one of the following courses:
ART 306 History of Design
ART 308 19th Century Art: Rise of Modernism
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art
ART 315 20th and 21st Century Art: Modern Era
ART 316 Baroque & Rococo Art
ART 325 History of Photography
ART 401 Seminar in Art History
Total: 42 Hrs.

Interior Architecture and Design Major

It is the mission of the Queens University of Charlotte Interior Architecture & Design program to provide transformative educational experiences for our students. We will nurture intellectual curiosity, promote global understanding, encourage ethical living, and prepare our students for purposeful and fulfilling lives. By teaching the students awareness, understanding and application of the critical thinking and technical knowledge necessary to embark on an entry level position in the interior design profession.

Our vision is to be recognized as a leading comprehensive program that is distinguished by its commitment to academic and professional excellence.

Our Goals:
1. Teach & demonstrate critical thinking, core design, and technical knowledge on a global level.
2. Exercise and integrate practical knowledge, professional values and processes.
3. Consistently use student assessment and faculty accountability to determine program successes.
4. To ensure compliance with governing bodies for the program as well as graduating students. (CIDA, NCIDQ, jobs)

Requirements: All students seeking a BA in Interior Architecture & Design (IAD) are required to complete 48 hours in the major. All courses required for completion of the major in IAD are offered during the day or in the evenings, varying by term to accommodate any schedule.

ARDE 203 Color, Light & Sound
ARDE 208 Fundamentals of Interior Design
ARDE 210 Drawing for Interior Design
ARDE 211 Computer Aided Design
ARDE 305 Methods and Materials
ARDE 313 Human Environments
ARDE 325 History of the Built Environment I
ARDE 331 Advanced Graphics for Interiors
ARDE 360 Residential Design Studio
ARDE 401 Product Design
ARDE 403 Construction Documents & Systems
ARDE 410 Design Studio I
ARDE 460 Senior Project and Critique
ART 216 High Renaissance Art-present
ART 102 Foundations I of Art & Design
ART 103 Foundations II of Art & Design

Recommended Electives include:
ARDE 329 Business Practices for Interior Designers
ART 407 Topics of Art History- Decorative Arts
ART 210 Fundamentals of New Media Design
ART 317 Digital Illustration

Minors

ART HISTORY MINOR
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art-Present

Complete three of the following courses:
ART 200 History of Decorative Arts
ART 250 Intro to Arts Leadership and Administration
ART 306 The History of Design
ART 308 19th Century Art: Rise of Modernism
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art
ART 315 20th and 21st Century Art: Modern Era
ART 316 Baroque & Rococo Art
ART 325 The History of Photography
ART 350 Arts in the World
ART 400 Art Criticism
ART 401 Seminar in Art History
ART 405 Creative Literacy: Building Literacy through the Arts
ART 407 Topics of Art History-- Decorative Arts
Total: 15 Hrs.

ARTS LEADERSHIP & ADMINISTRATION MINOR
ART 250 Introduction to Arts Leadership & Administration
ART 350 Arts in the World
ART 405 Creative Literacy: Building Literacy through the Arts **or** BUSN 403 Innovation & Creativity
IDST 301 Arts Development
IDST 305 Leadership
Total: 15 Hrs.

INTERIOR ARCHITECTURE AND DESIGN MINOR
ARDE 203 Color Light & Sound
ARDE 208 Fundamentals of Interior Design
ARDE 210 Drawing for Interior Design
ARDE 211 Computer Aided Design
ARDE 325 History of the Built Environment
ARDE 360 Residential Studio
Total: 18 Hrs.

NEW MEDIA DESIGN MINOR
ART 210 Fundamentals of New Media Design
ART 216 High Renaissance Art -Present
ART 318 Motion Graphics & Animation
ART 319 Interactive & Web Design

Complete two of the following courses:
ART 226 Digital Photography I
ART 237 Digital Video Art
ART 306 History of Design
ART 311 Typography
ART 317 Digital Illustration
ART 356 Information Design
ART 357 Game Design
Total: 18 Hrs.

STUDIO ART MINOR
ART 102 Foundations I of Art and Design
ART 103 Foundations II of Art and Design

Complete one of the following courses:
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art-Present

Complete two of the following courses:
ART 204 Drawing
ART 223 Ceramics
ART 227 Film Photography I
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
Total: 15 Hrs.

BIOLOGY DEPARTMENT

To serve the needs of the liberal arts student, the department offers introductory and upper level instruction to enhance students' understanding of biology from the ecosystem level to the molecular level. An emphasis is given to the importance of integrating content across the curriculum and applying this knowledge to everyday living and decision making in a complex world.
*See also **Pre-Professional Programs***

Degrees
The Biology Department offers two majors in biology, one leading to the Bachelor of Science degree and the second leading to the Bachelor of Arts degree.

The major leading to the Bachelor of Science degree consists of a group of five core courses and the choice of one of three possible tracks in general biology, ecology or pre-professional studies. The general track is suited for students who wish to explore within the major, have interest in graduate school or desire to teach at the secondary level. The ecology track will allow students to focus on ecological studies, environmental issues or organismal biology. The health professions track is designed for students interested in medicine, dentistry, veterinary medicine or allied health fields such as physician assistant, physical therapy or other clinically related professions.

Careers
Major study in biology provides basic preparation leading to work in research and medical laboratories, government positions, related businesses, teaching, graduate study in biology and related disciplines, and studies in medicine, dentistry, veterinary medicine or other allied health professions.

Teacher licensure
Students majoring in biology may earn licensure to teach on the secondary level (grades 9-12). For more information see the Cato School of Education.

Writing-intensive course requirement
The writing-intensive course requirement is met with BIOL 360.

Prerequisites
BIOL 208 or 209 are prerequisite to all BIOL courses numbered 300 or above.

Biology Major (BS)

Requirements: For the major in biology leading to the Bachelor of Science degree, students are required to complete 67 hours in the major, which include specified courses in math and other natural sciences.

Requirements for a major in biology leading to the BS degree are:
Core courses:
BIOL 208 Principles of Biology I
BIOL 209 Principles of Biology II
BIOL 360 Biology Seminar
BIOL 402 Genetics
BIOL 470 Biological Investigation
(may be repeated once)

Plus one of the following tracks

General Track BIOL 311 Botany
BIOL 320 Zoology
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101 General Physics I
PHYS 102 General Physics II
MATH 121 Calculus I
MATH 220 Calculus II
or ENVR 220 Data Analysis for Natural Sciences

Plus an additional 10 hours in the major chosen from courses numbered 300 or above.

Ecology Track
BIOL 304 Ecology
BIOL 311 Botany
BIOL 320 Zoology

Plus an additional 10 hours in the major chosen from courses numbered 300 or above

Additional Courses:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
ENVR 202 Conservation Biology
ENVR 220 Data Analysis for Natural Sciences
ENVR 302 Soil and Water Science
MATH 121 Calculus I

Plus an additional 4 hours in Biology or Chemistry at the 300 level or above, Environmental Science at the 200 level or above or Physics.

Health Professions Track
BIOL 304 or BIOL 311

Choose 2 of the following courses:
BIOL 307 Introduction to Microbiology
BIOL 320 Zoology
BIOL 400 Cell Biology
BIOL 401 Comparative Physiology
CHEM 111, 111L Chem Principles I & Lab
CHEM 112, 112L Chem Principles II & Lab
CHEM 303, 303L Organic Chem I & Lab
CHEM 304, 304L Organic Chem II & Lab
PHYS 101 General Physics I
PHYS 102 General Physics II
MATH 121 Calculus I
MATH 220 Calculus II
or ENVR 220 Data Analysis for Natural Sciences

Plus an additional 6 hours in the major chosen from courses numbered 300 or above.

Biology Major (BA)

Requirements: For the major in biology leading to the Bachelor of Arts degree students are required to complete 36 hours in biology plus 15 hours in chemistry, environmental science and mathematics as specified.

Requirements for a major in Biology leading to the BA degree are:

Core courses:
BIOL 208 Principles of Biology I
BIOL 209 Principles of Biology II
BIOL 360 Biology Seminar
BIOL 402 Genetics
BIOL 470 Biological Investigation (may be repeated once)

General Track
BIOL 320 Zoology
BIOL 311 Botany
CHEM 111, 111L Chem Principles I & Lab
CHEM 112, 112L Chem Principles II & Lab
ENVR 220 Data Analysis for Natural Sciences

Plus one additional mathematics course

Plus an additional 10 hours in the major chosen from courses numbered 300 or above.

Minors

BIOLOGICAL SCIENCES MINOR
BIOL 208 Principles of Biology I
BIOL 209 Principles of Biology II
BIOL 320 Zoology or BIOL 311 Botany

Plus one additional Biology course numbered 300 or above.
Total: 15-16 Hrs.
Note: This minor is not available for Biology majors.

ENVIRONMENTAL BIOLOGY MINOR
(Interdisciplinary minor housed in the Biology Department)
BIOL 208 Principles of Biology I
BIOL 304 Ecology
ENVR 201 Physical Geography
POLS 340 Environmental Politics

Choose one:
BIOL 320 Zoology
BIOL 311 Botany
Total: 19 Hrs.
Note: This minor is not available for Biology majors.

HUMAN BIOLOGY MINOR
BIOL 209 Principles of Biology II
BIOL 213 Anatomy & Physiology I
BIOL 214 Anatomy & Physiology II
BIOL 402 Genetics
Total: 16 Hrs.
Note: This minor is not available for Biology majors.

CHEMISTRY & ENVIRONMENTAL SCIENCE DEPARTMENT

CHEMISTRY

The Chemistry program is designed to provide an educational experience with considerable depth in science and mathematics.

Majors
Majors are offered in chemistry and in biochemistry, both leading to the Bachelor of Science degree.

Careers
A Bachelor of Science in chemistry or biochemistry prepares students for a wide variety of careers. These careers include research, medicine, pharmacy, pharmacology, forensic science, laboratory technology, medical technology, dental technology, physical therapy and veterinary medicine.

Natural science requirement
The natural science requirement is met with CHEM 101 with 101L, or CHEM 111 with 111L.

Writing-intensive course requirement
The writing-intensive course requirement is met with CHEM 305.

Biochemistry Major

Requirements: Students are required to complete 55 hours in the biochemistry major.

Course requirements for the major in biochemistry are:

Core:
BIOL 209 Principles of Biology II
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 300 Research Methods
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 305, 305L Quantitative Analysis & Lab
CHEM 307, 307L Instrumental Analysis & Lab
CHEM 308, 308L Physical Chemistry & Lab
CHEM 350 Biotechnology Techniques
CHEM 403, 403L Advanced Biochemistry I & Lab
CHEM 404 Advanced Biochemistry II
CHEM 470 Senior Project

Plus choose two of the following:
BIOL 213 Human Anatomy & Physiology I
BIOL 307 Introduction to Microbiology
BIOL 313 Human Anatomy & Physiology I
BIOL 322 Intro to Immunology
BIOL 400 Cell Biology
BIOL 402 Genetics
BIOL 403 Developmental Biology

Plus Physical Sciences II Minor:
MATH 121 Calculus I
MATH 220 Calculus II
PHYS 101 General Physics I
PHYS 102 General Physics II

Chemistry Major

The major in Chemistry leading to the Bachelor of Science degree consists of a group of core courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry) and the choice of one of two possible tracks in general chemistry or environmental chemistry.
The general track is suited for students who wish to seek employment as a chemist in the public or private sector or intend to work in basic or applied research in chemistry. The environmental chemistry track is suited for students who wish to apply training and knowledge in chemistry to solving environmental problems. Both tracks prepare students for graduate studies in chemistry or in closely related fields.

Requirements: Students are required to complete 36 hours of core requirements plus either 12 hours in the Chemistry track or 17 hours in the Environmental Chemistry track for the Chemistry major.

Requirements for the major in Chemistry are:
Core:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 305, 305L Quantitative Analysis & Lab
CHEM 307, 307L Instrumental Analysis & Lab
CHEM 308, 308L Physical Chemistry I & Lab
CHEM 300 Research Methods
CHEM 320 Inorganic Chemistry
CHEM 470 Senior Project

Plus either
CHEM 401, 401L – Biochemistry & Lab **or**
CHEM 403, 403L – Adv Biochemistry I & Lab

Plus one of the following tracks
Requirements for the track in General Chemistry are:

BIOL 209 Principles of Biology
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 309, 309L Physical Chemistry II & Lab

Plus Physical Sciences II Minor

MATH 121 Calculus I
MATH 220 Calculus II
PHYS 101 General Physics I & Lab
PHYS 102 General Physics II & Lab

Requirements for the track in Environmental Chemistry are:
BIOL 208 Principles of Biology I OR BIOL 209 Principles of Biology II
CHEM 406, 406L Environmental Chemistry & Lab
ENVR 101, 101L Environmental Science & Lab
ENVR 460 Environmental Science Seminar

Plus One of the following Courses
BIOL 307 Introduction to Microbiology
BIOL 309 Marine Biology I
CHEM 430 Topics in Chemistry
ENVR 302, 302L Soil and Water Science & Lab

Plus Physical Sciences IV Minor
MATH 121 Calculus I
PHYS 101 General Physics I & Lab
PHYS 102 General Physics II & Lab
ENVR 220 Data Analysis for Natural Sciences

ENVIRONMENTAL SCIENCE

The Environmental Science offers majors and minors allow students to prepare for careers in environmentally related fields. The major in Environmental Science prepares students for laboratory or field-based careers in both the public and private sector. The major in Environmental Studies provides students the flexibility to apply basic skills and knowledge in environmental science to other areas of interest including business, communications, education, and political science. Both majors prepare students for graduate school in the natural sciences, humanities, social sciences, and law.

Environmental Science Major

This major consists of core courses in environmental science, chemistry, biology, and physics, complemented by electives in these disciplines plus political science, communication and other fields. Scientific theory is blended with technical training, especially through field laboratory exercises and research projects. Skills in critical thinking, problem solving, and effective communication culminate in a senior project.

Degree
The Environmental Science major leads to the Bachelor of Science degree.

Careers
Students graduating with this degree will be well prepared for either graduate-level study or for careers with local, state, and federal agencies like the EPA, U.S. Fish and Wildlife Service, U.S. Geological Survey, Forest Service, environmental consulting firms, environmental law, nonprofit agencies and science and nature writing.

Natural Science Requirement
The natural science requirement is met with ENVR101, ENVR102, ENVR201, and ENVR302

Writing-intensive course requirement
The writing intensive course requirement is met with ENVR 300.

Requirements
Students are required to complete 70-73 hours in the major, including 16 hours in the required Physical Science III minor.

Requirements for a major in Environmental Science are:
Core:
BIOL 208 Principles of Biology I
BIOL 304 Ecology
BIOL 311 Botany
ENVR 101 Environmental Science
ENVR 102 Intro to Geology
ENVR 220 Data Analysis for Natural Sciences
ENVR 300 Research Methods
ENVR 301 Geographic Information Systems
ENVR 460 Environmental Science Seminar
ENVR 490 Senior Project
MATH 121 Calculus I
POLS 340 Environmental Politics

Plus the Physical Sciences Minor III:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101, 101L General Physics I & Lab
PHYS 102, 102L General Physics II & Lab

Plus choose nine hours from the following:
ENVR 201 Physical Geography
ENVR 202 Conservation Biology
ENVR 204 Tropical Island Systems
ENVR 250 Topics in Environmental Science
ENVR 302 Soil and Water Science

Plus choose two courses from the following:
BIOL 307 Introduction to Microbiology
BIOL 309 Marine Biology
BIOL 320 Zoology
BIOL 330 Field Studies in Biology
BIOL 402 Genetics
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab

CHEM 305, 305L Quantitative Analysis & Lab
CHEM 307, 307L Instrument Analysis & Lab
CHEM 308, 308L Physical Chemistry & Lab
CHEM 403, 403L Biochemistry I & Lab
CHEM 404, 404L Biochemistry II & Lab
CHEM 406, 406L Environmental Chemistry & Lab
ENVR 320 Environmental Economics
ENVR 325 Environmental Philosophy
ENVR 450 Independent Study
COMM 200 Public Speaking
ECON 203 Macroeconomics
ECON 204 Microeconomics
PHIL 204 Introductory Logic
SOCI 305 Urban Sociology

Environmental Studies Major

The Bachelor of Arts degree with a major in Environmental Studies provides students with a solid interdisciplinary foundation in environmental issues. The program emphasizes the interconnections between physical, biological, and social processes as they affect the environment. As such, students will develop a strong capacity for understanding the scientific basis for environmental topics, and will take courses from Political Science, Philosophy and Religion, Biology, and other departments. Skills in critical thinking, problem solving, and effective communication will culminate in a senior project.

Degree
The Environmental Studies major leads to the Bachelor of Arts degree.

Careers
Students with an Environmental Studies degree will be well prepared for a range of careers, including those in environmental education, environmental advocacy, environmental field work, and with consulting firms and local and state government agencies. Students will also be well prepared for graduate school in the natural sciences, humanities, social sciences, and law.

Writing-intensive course requirement
The writing-intensive course requirement is met with ENVR 300 Research Methods.

Requirements:

BIOL 208 Principles of Biology
ENST 220 Data Analysis for Natural Sciences
ENST 300 Research Methods
ENST 301 Geographic Information Systems
ENST 320 Environmental Economics
ENST 325 Environmental Philosophy
ENST 460 Environmental Science Seminar
ENST 490 Senior Project
ENVR 101 Introduction to Environmental Science
ENVR 202 Conservation Biology
POLS 340 Environmental Politics

Plus choose one of the following:
ENVR 201 Physical Geography
ENVR 302 Soil and Water Science

Plus choose two courses from the following:
ANTH 201 Cultural Anthropology
BIOL 304 Ecology
BIOL 311 Botany
BIOL 320 Zoology
ENVR 102 Introduction to Geology
ENVR 204 Tropical Island Systems
SOCI 203 Principles of Sociology
Total: 43-45 credit hours

Minors

CHEMISTRY MINOR
(Housed in the Chemistry & Environmental Science Department)
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 305, 305L Quantitative Analysis & Lab
Total: 16 Hrs.

ENVIRONMENTAL CHEMISTRY MINOR
(Interdisciplinary minor housed in the Chemistry & Environmental Science Department)
CHEM 111 Chemistry Principles I
CHEM 112 Chemistry Principles II
CHEM 305 Quantitative Analysis
ENVR 201 Physical Geography
POLS 340 Environmental Politics
Total: 19 Hrs.
Note: This minor is not available for Biology majors.

ENVIRONMENTAL POLICY MINOR
(Interdisciplinary minor housed in the Chemistry & Environmental Science Department)
ENVR 101 Introduction to Environmental Science
ENVR 202 Conservation Biology
ENVR 301Geographic Information Systems
ENVR 460 Environmental Science Seminar
POLS 340 Environmental Politics

Choose one:
BUSN 305 Legal Environment of Business
POLS 313 Constitutional Law/Judicial System **Total: 17 Hrs.**
Note: This minor is not available for environmental science majors or environmental studies majors.

ENVIRONMENTAL STUDIES MINOR *(Housed in the Chemistry & Environmental Science Department)*
Note: *This minor is not available for Environmental Science majors or Environmental Studies majors.*
ENVR 101 Introduction to Environmental Science

ENVR 202 Conservation Biology
ENVR 301 Geographic Information Systems
ENVR 460 Environmental Science Seminar
Complete one three-hour course at the 200 level or above in another discipline
Complete one three-hour course at the 200 level or above in another discipline

Above two courses are chosen to reflect the student's specific interest. Courses must be chosen in consultation with an environmental science faculty member and the student's advisor. **Total: 17 Hrs.**

PHYSICAL SCIENCES MINOR I
(Interdisciplinary minor housed in the Chemistry & Environmental Science Department)
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
MATH 121 Calculus I

Choose one course:
MATH 106 Introductory Statistics
MATH 220 Calculus II
Total: 30 Hrs.

PHYSICAL SCIENCES MINOR II
(Interdisciplinary minor housed in the Chemistry & Environmental Science Department)
Required for Biochemistry major; also open to other majors
PHYS 101 General Physics
PHYS 102 General Physics
MATH 121 Calculus I
MATH 220 Calculus II
Total: 16 Hrs.

PHYSICAL SCIENCES MINOR III *(Interdisciplinary minor housed in the Chemistry & Environmental Science Department)*
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
Total: 16 Hrs.

PHYSICAL SCIENCES IV MINOR
(Housed in the Chemistry & Environmental Science Department)
PHYS 101, 101L General Physics I & Lab
PHYS 102, 102L General Physics II & Lab
MATH 121 Calculus I
ENVR 220 Data Analysis for Natural Sciences
Total: 15 Hrs

DEPARTMENT OF ENGLISH AND CREATIVE WRITING

The Department of English and Creative Writing offers two majors leading to the Bachelor of Arts degree: English-Literature and Creative Writing.

English-Literature and Creative Writing focus on the various ways that human beings try to understand their lives and the world through the writing of stories, poems, essays, plays, and novels. In the English-Literature major, students survey the historical development of literature, study different forms and genres, and explore ideas from critical theory and cultural studies. In Creative Writing, students advance through a sequence of workshops and seminars, as they explore different genres and develop their own individual voices as writers; the Creative Writing major culminates with a capstone course, in which each student must complete a senior portfolio and give a public reading from her or his work.

Both the English-Literature major and the Creative Writing major are designed to allow students to easily double-major (see below for details). Critics and scholars will understand literature more deeply if they try to write it, and creative writers will deepen their abilities and ambitions through a more intensive study of literature. The department also offers a number of minors, including American Literature, British Literature, and Creative Writing.

Because the abilities to read critically, synthesize information, and write well are valued skills in many professions, Literature and Creative Writing prepare students for a broad range of careers, including professional writing, secondary education, law, and arts administration. Students can also go on to graduate study in Literature or Creative Writing and to careers in the academic world.

The English Department also houses the university's nationally ranked Low-Residency MFA Program in Creative Writing. Through the MFA program, undergraduate students regularly have opportunities to attend readings and presentations by award-winning and acclaimed authors— including recipients of the National Book Critics Circle Award and nominees for the Pulitzer Prize and the National Book Award—and by literary professionals, including literary agents and editors from *Tin House; The Gettysburg Review; The New Yorker;* Farrar, Straus, and Giroux; Riverhead Books; and other magazines and presses.

In addition, the department sponsors other readings with visiting writers and with Queens faculty and students. Creative Writing and Literature students also edit and staff the university literary magazine, *Signet*, and are eligible for membership in Sigma Tau Delta, the international English honor society.

Evening Majors
Requirements for the English-Literature Major and the Creative Writing major may be completed taking courses only in the evening, weekend or online.

Teacher Licensure
A student who majors in English-Literature may obtain a teaching license at the secondary level within the baccalaureate program. *See the **Cato School of Education** for more information.*

Double Majors

Double Majors in English-Literature and Creative Writing
Students wishing to double-major in English-Literature and Creative Writing must take three additional 300 or 400 level courses, at least two of which must be in literature, to satisfy requirements for the two majors.

Double Majoring in Creative Writing and Arts Leadership and Administration
Creative Writing students interested in careers in arts administration can easily double-major in Creative Writing and in Arts Leadership & Administration. Double majors in Creative Writing and in Arts Leadership & Administration must complete all requirements for the Creative Writing major including ENGL 319, and one additional 300- level course in Creative Writing or Literature, aswell as completing other Arts Leadership & Administration major requirements.

Students interested in this double major should carefully review all requirements for the Arts Leadership & Administration major as found under the **Art Department**.

Double Majoring in English-Literature and Arts Leadership & Administration
English-Literature majors interested in careers in arts administration can also double-major in Arts Leadership & Administration, but they must also complete an additional 9 hours in one of the arts tracks (including, among other options, "Writing and Publishing") in the Art Leadership major.

Writing-Intensive Course Requirement
For Creative Writing and English-Literature majors the writing-intensive course requirement is met with ENGL 205 Introduction to Literary Studies.

Course Prerequisites
ENGL 110 and 120 (or the equivalent) are prerequisite to all other courses in the Department of English and Creative Writing. Creative Writing and English-Literature majors are encouraged to take ENGL 205 Introduction to Literary Studies as soon as possible after declaring their major.

First Year Writing

As the center of writing instruction on campus, the English Department also houses the First Year Writing Program. Because writing well is essential for any major, all Queens undergraduates must complete ENGL 110 and ENGL 120 as part of their general education requirements. The First Year Writing Program aims to introduce students to college-level writing by focusing on analysis in English 110 and argument in English 120, with
both courses including conducting and evaluating research and providing appropriate documentation of sources. In both courses, students complete formal assignments in a process that emphasizes revision, using workshops and conferences to gather feedback.

Creative Writing Major

Core Requirements:
ENGL 205 Intro to Literary Studies
ENGL 206 Intro to Creative Writing
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to Present
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
ENGL 311 Seminar in Creative Writing
ENGL 420 Creative Writing Capstone
Plus two of the following courses:
ENGL 307 Writing of Creative Nonfiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction
Plus one of the following courses:
ENGL 344 Advanced Workshop in Poetry
ENGL 347 Advanced Workshop in Prose
Plus a minimum of two from the following period courses:
ENGL 309 Chaucer & Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The 17th Century
ENGL 322 19th Century British Literature
ENGL 324 19th Century American Literature
ENGL 329 Literature of Modernism
Plus a minimum of one from the following special area courses:
ENGL 300 World Literature
ENGL 319 Literary Publishing/Editing: Signet
ENGL 320 Linguistics
ENGL 325 The Novel
ENGL 332 African American Literature
ENGL 333 Southern Literature
ENGL 335 Women Writers
ENGL 336 Tragedy
ENGL 337 Comedy
ENGL 350 Contemporary Literature
ENGL 351 Literature and Film
ENGL 460 Studies in Literature & Criticism

English-Literature Major

Core Requirements:
ENGL 205 Introduction to Literary Studies
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to Present
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
ENGL 460 Literary Criticism
Choose a minimum of one of the following World courses:
ENGL 300 World Literature
ENGL 303 World Drama: Ancient to Renaissance
ENGL 304 World Drama: Renaissance to Modern
ENGL 335 Women Writers
ENGL 355 Special Studies (with a 19th century focus
Choose a minimum of one of the following Medieval/Renaissance courses:
ENGL 309 Chaucer & Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The 17th Century
Choose a minimum of one of the following 19th century courses:
ENGL 322 19th Century British Literature
ENGL 324 19th Century American Literature
ENGL 355 Special Studies (with a 19th century focus)
Choose a minimum of one of the following Modern courses:
ENGL 329 Literature of Modernism
ENGL 332 African American Literature
ENGL 333 Southern Literature
ENGL 350 Contemporary Literature
ENGL 355 Special Studies (with a modern focus)
Choose a minimum of one of the following Genre courses:
ENGL 311 Seminar in Creative Writing
ENGL 320 Linguistics

ENGL 325 The Novel
ENGL 336 Tragedy
ENGL 337 Comedy
ENGL 351 Literature and Film

Minors

AMERICAN LITERATURE MINOR
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
ENGL 324 19th Century American Literature
ENGL 332 African American Literature
ENGL 333 Southern Literature
Total: 15 Hrs.

BRITISH LITERATURE MINOR
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to Present

Plus three courses from:
ENGL 309 Chaucer and Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The 17th Century
ENGL 322 19th Century British Literature
Total: 15 Hrs.

CREATIVE WRITING MINOR
ENGL 206 Introduction to Creative Writing

Plus two of the following courses:
ENGL 307 Writing of Creative Nonfiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction

Plus one of the following courses:
ENGL 344 Advanced Workshop in Poetry
ENGL 347 Advanced Workshop in Prose

Plus three literature courses, at least two of which must be 300 level or above.
Total: 21 Hrs.

ENGLISH MINOR
ENGL 205 Introduction to Literary Studies

Plus one of the following courses:
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to the Present

Plus choose one of the following courses: ENGL 230 American Literature 1620 to 1865
ENGL 240 American Literature 1865 to Present

Plus 12 additional hours in Literature or Writing at the 300-400 level.
TOTAL: 21 Hrs.

Certificate Program

Certificate in Creative Writing
The Department of English and Creative Writing also offers a certificate in Creative Writing for non- degree candidates seeking to develop knowledge and skills in one or more of the creative writing genres: fiction, poetry, and creative nonfiction.

Admission to the Certificate Program Individuals interested in obtaining a Certificate in Creative Writing should contact the School of Graduate and Continuing Studies at 704-337-2314.

Admission Requirements
To be considered for admission as a non-degree student in the certificate program, an applicant must:
1. Hold a bachelor's degree from an accredited institution or meet the requirements for admission to a Queens undergraduate program.
2. Submit a completed application form, including the application fee.
3. Submit official transcript(s) of all post- secondary academic course work.

Certificate Requirements
The following courses are required for the certificate:
ENGL 206 Introduction to Creative Writing

Plus two of the following courses:
ENGL 307 Writing of Creative Nonfiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction

Plus one of the following courses:
ENGL 344 Advanced Workshop in Poetry
ENGL 347 Advanced Workshop in Prose

Plus three literature courses, at least two of which must be 300 level or above.
Total: 21 Hrs.

Students who have experience in creative writing beyond the introductory level may, with the permission of the Department, substitute ENGL 311-Seminar in Creative Writing for ENGL 206.

To obtain the certificate, a student must complete the seven courses with no grade below C. All courses for the certificate must be taken at Queens University of Charlotte.

HISTORY DEPARTMENT

The history department offers a learning environment that features small class sizes, an award-winning faculty, a low student-faculty ratio and a caring, close-knit community of scholars. During their academic career, history students explore a multitude of human pasts. If your imagination is hearty and your sense of curiosity is strong, you can debate with the American founders, reign over a great empire with Queen Elizabeth, ride through the American West with Jesse James, fight alongside Napoleon, march with Cortez through Mexico, and witness the turmoil of war in the 20th century.

Above all, you can begin to comprehend the many ways in which the present has been inescapably shaped by the past. Through the study of history, students develop, refine and master the skills required to succeed in an ever-changing modern world. Students learn to read critically and write and communicate clearly, two skills demanded by employers in every field. Students are also encouraged to think independently, but are required to support their claims with evidence. By their senior year, students have acquired a deeper understanding of the forces that influence individuals and why diverse peoples different from themselves organized their lives in unfamiliar ways.

Careers
A major in History is an excellent general foundation for many occupations, professional careers and graduate study. Our graduates have found employment in the business world as communication and human resource specialists; in banking and finance as accountants, sales

representatives, marketing analysts and researchers; in logistics as operations specialists, managers and researchers; in public service as lawyers, policy analysts and foreign service agents; in education as teachers both domestically and abroad; in publishing as editors and acquisitions specialists; and as researchers and librarians in museums, libraries and archives.

Teacher licensure
Students majoring in History may earn licensure to teach History or Social Studies on the secondary level (grades 9-12).

See the **Cato School of Education** for more information.

Writing-intensive course requirement
The writing-intensive course requirement is met with HIST 311.

Degree
The major in History leads to a Bachelor of Arts degree.

Requirements
Students are required to complete 39 hours in the major.

History Major

Requirements for the major in History are:

HIST 289 Seminar in US History
HIST 291 Seminar in World History
HIST 311 Research Seminar
HIST 495 Masterworks

Choose at least two of the following:
HIST 103 United States History to 1877
HIST 104 United States History since 1877
HIST 110 Emergence of the West
HIST 111 West in the World

Choose at least one of the following:
HIST 107 Latin American History
HIST 108 Perspectives in Global History
HIST 113 East Asian Civilizations, 1400-Present

Choose one 300-level European history elective from the following:
HIST 329 French Revolution & Napoleon
HIST 354 Dragons & Dungeons: Medieval Britain
HIST 355 The Russian Revolution: Lenin to Stalin
HIST 356 Nazi Germany
HIST 391 Topics in World History

Choose one 300-level US history elective from the following:
HIST 320 Inventing the American Economy
HIST 324 Immigration and the Making of America
HIST 335 The American Revolution
HIST 340 African-American History
HIST 341 The Civil Rights Movement
HIST 349 The Civil War America
HIST 389 Topics in US History
HIST 392 American Women

Choose one 300-level non-US/non-European elective from the following:
HIST 337 Invasion of the Americas
HIST 364 ¡Viva Mexico! Roots of the Mexican Nation
HIST 370 Youth Revolution in China
HIST 391 Topics in World History

Plus at least three additional 300-level history electives

Minors

LATIN AMERICAN HISTORY MINOR *(Interdisciplinary minor housed in the History Department)*
IDTS 200 Introduction to Latin American Studies
HIST 107 Latin American History
POLS 303 Latin American Politics

Demonstrate proficiency in Spanish language (two courses at intermediate level or one course at the advanced level) or residential international travel to a Spanish-speaking country approved by the chair in consultation with faculty whose courses serve the minor.

Plus at least three courses in two different disciplines from:
ANTH 320 Anthropology of Latin America
HIST 291 Seminar in World History*
HIST 337 Invasion of the Americas
HIST 364¡Viva Mexico! Roots of the Mexican Nation
HIST 391 Topics in World History*
IDTS 300 Guatemala: Land of Contrasts
POLS 300 Topics in Political Science*
POLS 342 U.S.-Latin American Relations
POLS 349 Political Economy of North-South
SPAN 333 A Taste of Literature
SPAN 362 Span-American Civ. & Cultures
SPAN 370 Topics in Spanish Studies*
SPAN 445 Span American Narrative
SPAN 455 Span American Theatre & Poetry

TOTAL 18 Hrs (not including language)
*must be approved by the chair.

EAST ASIAN STUDIES MINOR
(Interdisciplinary minor housed in the History Department)
HIST 113 East Asian Civilizations, 1400-Present
POLS 307 Asian Politics

Demonstrate proficiency in an Asian language (completed through introductory courses) or residential international travel to an Asian-speaking country approved by the chair in consultation with the faculty whose courses serve the minor.

Plus at least four courses (at least three of which are from different disciplines) from:
HIST 291 Seminar in World History*
HIST 370 Youth Revolution in China
HIST 391 Topics in World History*
POLS 300 Topics in Political Science*
POLS 343 China & India on the World Stage
RELG/PHIL 346 Chinese Philosophy & Religion
RELG 351 Topics in World Religions*
TOTAL 18 Hrs (not including language)
* must be approved by the chair.

EUROPEAN HISTORY MINOR
HIST 110 The Emergence of the West
HIST 111 The West in the World
HIST 311 Research Seminar

Plus three courses chosen from:
HIST 291 Seminar in World History
HIST 329 French Revolution & Napoleon
HIST 354 Dragons & Dungeons: Medieval Britain
HIST 355 Russian Revolution: Lenin to Stalin
HIST 356 Nazi Germany
HIST 391 Topics in World History
Total: 18 Hrs

UNITED STATES HISTORY MINOR
HIST 103 U.S. History to 1877
HIST 104 U.S. History since 1877
HIST 311 Research Seminar

Plus at least three courses from:
HIST 289 Seminar in American History
HIST 320 Inventing the American Economy
HIST 324 Immigration and the Making of America
HIST 335 The American Revolution
HIST 340 African American History
HIST 341 Civil Rights in America
HIST 344 Cold War America
HIST 349 Civil War America
HIST 389 Topics in U.S. History
HIST 392 American Women

TOTAL: 18 Hrs

WAR & CONFLICT IN HISTORY MINOR
HIST 108 Perspectives in Global History
HIST 311 Research Seminar

Plus at least four courses from:
HIST 289 Seminar in American History*
HIST 291 Seminar in World History*
HIST 329 French Revolution & Napoleon
HIST 335 American Revolution
HIST 337 Invasion of the Americas
HIST 344 Cold War America
HIST 349 Civil War America
HIST 355 Russian Revolution: Lenin to Stalin
HIST 356 Nazi Germany
HIST 370 Youth Revolution China
HIST 389 Topics in U.S. History *
HIST 391 Topics in World History I

TOTAL: 18 Hrs
*Must be approved by the chair.

MATHEMATICS & PHYSICS DEPARTMENT

The Department of Mathematics & Physics offers a variety of programs to help prepare students for a wide assortment of careers as well as for graduate studies. Each program is crafted to give students the proper balance of theoretical knowledge and concrete application required for future endeavors. The programs are further enhanced by the Queens liberal arts program and internship experience, arming the mathematics student with the tools needed for success.

Majors
The department offers the Mathematics major leading to the Bachelor of Arts degree.

MATHEMATICS

It is the nature of Mathematics to examine concepts from nearly all areas of thought using a uniquely abstract and deductive approach. Although mathematical investigation often involves the use of expressions which represent numbers, many of the discoveries of the discipline extend beyond the quantitative.

Careers
The Department offers courses which reflect the general nature of Mathematics. The student majoring in Mathematics can choose a program which provides preparation for teaching at the secondary school level preparation for a career in actuarial science, continuing the study of Mathematics in graduate school or pursuing the many opportunities in interdisciplinary areas such as Sociology, Psychology and Biology. In addition, a rigorous training in Mathematics or applied Mathematics is excellent intellectual training for a wide variety of careers.

Teacher licensure
Students majoring in Mathematics may prepare for licensure to teach on the secondary level (grades 9-12). See the **Cato School of Education** for more information.

Mathematics Major

Writing-intensive course requirement
The writing-intensive course requirement is met with MATH 401 or MATH 490.

Degree
A major in Mathematics leads to the Bachelor of Arts degree.

Requirements
Students are required to complete at least 36 hours in the major.

The Requirements for the Mathematics major are:
Core:
MATH 121 Calculus I
MATH 220 Calculus II
MATH 221 Calculus III
MATH 303 Linear Algebra
Plus completion of either the Mathematical Sciences track or the Actuarial Sciences track.

Mathematical Sciences track
MATH 320 Probability & Statistics
MATH 401 Modern Algebra i
MATH 415 Intro to Real Variable Theory
MATH 496 Senior Thesis Preparation
MATH 497 Senior Thesis
Plus three mathematics courses numbered 200-450 with at least two at or above the 300 level

Actuarial Sciences track
MATH 320 Probability & Statistics
MATH 380 Mathematical Finance
MATH 410 Mathematical Probability
MATH 420 Mathematical Statistics
MATH 490 Actuarial Science
BUSN 207 Financial Accounting
ECON 203 Macroeconomics
ECON 204 Microeconomics

Minors

ACTUARIAL SCIENCE MINOR
MATH 106 Introductory Statistics
MATH 121 Calculus I
MATH 220 Calculus II
MATH 221 Calculus III
MATH 303 Linear Algebra
MATH 320 Probability & Statistics
Total: 20 Hrs.

MATHEMATICS MINOR
MATH 121 Calculus I
MATH 220 Calculus II
Plus three other mathematics courses numbered from 200 to 450 with at least two at or above the 300 level
Total: 17-18 Hrs.

MATHEMATICS-CHEMISTRY MINOR
(Interdisciplinary minor housed in the Mathematics Department)
Required for Biology B.A. major; also open to other majors
CHEM 111,111L Chemistry Principles I & Lab

CHEM 112,112L Chemistry Principles II & Lab

Choose two of the following courses:
MATH 106 Introductory Statistics
MATH 111 Precalculus
MATH 121 Calculus I
MATH 220 Calculus II
Total: 14 Hrs.

MUSIC, THEATRE & DANCE DEPARTMENT

The Music, Theatre and Dance Department provides superior training for students interested in pursuing a professional music or theatre career, including preparation for such positions as performer, music therapist, technical theatre specialist, teacher, or research scholar. It also provides opportunities for persons choosing music or theatre as a minor or majoring in other fields to develop special creative abilities in an atmosphere that focuses upon the individual student's skills, needs and interests.

The Department also provides opportunities to experience a variety of live performances of superior quality by University ensembles and individual majors, as well as groups from the community and professional performing world. Through its contacts with local professional groups, arrangements can be made for music students to study any standard orchestral instrument, including those not listed specifically in course titles, and for theatre students to broaden their technical theatre or acting skills in a variety of settings.

Writing-intensive course requirement
The writing-intensive course requirement for Theatre majors is met with Theatre 200 Introduction to Theatre, for Music majors with MUSC 322 Music History and Literature II, and for Music Therapy majors with MUTH 402 Psychology of Music II as well as MUSC 322.

Double-Majoring in Music or Theatre and Arts Leadership and Administration

Music and Theatre students interested in careers in arts administration are encouraged to double- major in Music or Theatre and in Arts Leadership & Administration.

Students who major in Music or Theatre do not have to complete an arts track, but they must complete all other requirements for the **Arts Leadership & Administration major** as found in the Art Department section of the Catalog.

Theatre Major

Degree The major in Theatre leads to the Bachelor of Arts degree.

Course Prerequisites
Two courses at the 200 level are prerequisite to all

Theatre courses numbered 300 or above unless special permission is obtained from the department. Theatre majors should take THTR 200 Introduction to Theatre as soon as possible after declaring their major.

Core Requirements:
THTR 200 Introduction to Theatre
THTR 215 Stagecraft Practicum (1-3 hrs)
THTR 250 Beginning Acting
THTR 253 Directing for the Theatre
THTR/ENGL 303 World Theatre: Ancient to Renaissance
ENGL 313 Shakespeare
THTR 451 Senior Project (3-6 hrs)

Plus at least 2 of the following Dramatic literature & criticism courses:
THTR/ENGL 304 World Theatre: Renaissance to Modern
THTR 355 Topics in Dramatic Literature

Plus at least 2 of the following performance courses:
THTR 350 Advanced Acting
THTR 351 Acting for the Camera
THTR 360 Stage Combat I
THTR 361 Fighting for Film
THTR 362 Stage Combat II

Plus at least 2 of the following design courses:
THTR 321 Lighting and Sound Design
THTR 330 Costuming and Makeup Design
THTR 340 Scenic Design
THTR 356 Topics in Experiential Theatre

Plus at least 1 hour of the following applied stagecraft courses:
THTR 221 Lighting & Sound Practicum (1-3 hrs)
THTR 230 Costuming/Makeup Practicum (1-3 hrs)
THTR 240 Scenic Arts Practicum (1-3 hrs)
THTR 245 Stage Management Practicum (1-3 hrs)
THTR 322 Adv Lighting and Sound (1-3 hrs)
THTR 332 Adv Costuming and Makeup (1-3 hrs)
THTR 342 Adv Scenic Arts (1-3 hrs)
THTR 345 Adv Stage Management (1-3 hrs)

Requirements for Music and Music Therapy Majors

Admissions Criteria
All students must demonstrate suitable proficiency on a primary instrument through a live audition prior to beginning a degree program in music in order that the faculty may consider the potential success of this academic track. All Music Therapy students will be required to pass a background check and a drug screening. These security measures are required for clinical placements.

Transfer Students
Transfer students at the junior or senior level and second degree students whose first degree was not in music will be asked to complete the Sophomore Qualifying Exam. This includes testing in the areas of music history, music theory, sight- singing and applied performance. These tests will help students identify any needs to refresh their skills in any tested area and will demonstrate sufficient preparation in their musical abilities.

Second degree or equivalency certificate students in Music Therapy who already have an undergraduate degree in music must audition for the Music faculty, and complete all of the required courses in the undergraduate Music Therapy curriculum, including the professional internship. These students are exempted from the Sophomore Qualifying Exam requirement.

Sophomore Qualifying Exam
After completing four semesters of course work, all Music and Music Therapy majors will be required to demonstrate suitable proficiency and progress in their major. This will include a review of academic progress, a jury exam which will include an oral examination as well as performance, and an assessment of theory, history and other music skill development. Students must pass this exam in order to remain in good standing in their degree program.

Major Field Exam
During the spring of the senior year, all Music and Music Therapy majors will be required to take a major field exam in music history and music theory. This exam is for assessment purposes only.

Recitals
Music and Music Therapy majors must obtain departmental approval a year in advance to schedule a half or full recital and must receive Departmental approval for repertoire performed.

All students preparing recitals must undergo and pass a recital preview no less than one month prior to the scheduled recital date. The jury for this recital preview must include the applied instructor, the department chair and one additional music faculty member.

Proficiency Requirement
All candidates for music degrees must be able to demonstrate basic piano proficiency to include scales, chords, prepared pieces, and if appropriate, accompaniment patterns and sight reading. Upon entering the degree program, those students unable to demonstrate such skills will be expected to fulfill specific piano requirements for their degree program as listed in the Catalog. Music Therapy degree

candidates must also pass proficiencies in voice and guitar. All Music and Music therapy majors must enroll in class studies or applied lessons in the appropriate area(s) until proficiency has been achieved.

Ensemble Requirement
Music and Music Therapy majors are required to be enrolled in one ensemble every semester, and may elect to be enrolled in more than one ensemble per semester. Large ensembles are Chorale (MUSC 187,188), Orchestra (MUSC 179,180) and Band (MUSC 177,178); small ensembles are Chamber Singers (MUSC197,198) and Small Ensemble (MUSC 185,186) for instruments and vocalists (including Wind, Guitar, Piano, Flute, Voice and others). Ensemble requirements for each of the degree programs are listed below. Regardless of when the requirements are met, **students must continue to be enrolled in one ensemble each semester**. Specific requirements, additional fees, information and changes not listed below are contained in the Music Majors Handbook. Any requirements that are part of NASM guidelines will need to be followed regardless of requirements stated in a student's freshman year Catalog.

Concert attendance
All Music degree programs require 8 semesters of concert attendance, MUSC 10, 11, 20, 21, 30, 31, 40, and 41. All Music Therapy transfer students and second degree students must enroll in concert attendance every semester they are enrolled, up to eight semesters.

Music Major

Degree
The Music major leads to the Bachelor of Arts degree.

Requirements for a Music major are:

Core:
MUSC 103 Beginning Theory and Composition I
MUSC 103LTheory &Composition Lab L
MUSC 104 Beginning Theory and Composition II
MUSC 113 Sight-Singing and Ear Training I
MUSC 114 Sight-Singing and Ear Training II
MUSC 201 Introduction to World Music
MUSC 203 Theory and Composition III
MUSC 204 Theory and Composition IV
MUSC 213 Sight-Singing and Ear Training III
MUSC 214 Sight-Singing and Ear Training IV
MUSC 310 Conducting
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II

Plus:
MUSC 157 Piano Class I
MUSC 158 Piano Class II
MUSC 159 Piano Class III
MUSC 160 Piano Class IV
MUSC 395 Functional Piano Class I

Ensemble:
• At least 2 large ensemble credits based on the primary instrument MUSC177/178, 179/180 or 187/188; pianists may choose any large ensemble.
• At least 2 small ensemble credits based on the primary instrument MUSC 185/186 and/or 197/198.
Applied Music 1 instrument (8 Hrs)

Music Therapy Major

Degree
The Music Therapy major leads to the Bachelor of Music degree.

Internship Requirement
Students majoring in music therapy fulfill the Queens Internship requirement through the Professional Music Therapy Internship (MUTH 499).

Requirements for the Music Therapy Major are:
Voice Proficiency (by exam)
Guitar Proficiency (by exam)
Piano Proficiency (by exam)

Core Music:
MUSC 103 Beginning Theory and Composition I
MUSC 103LTheory & Composition Lab I
MUSC 104 Beginning Theory and Composition II
MUSC 113 Sight-Singing and Ear-Training I
MUSC 114 Sight-Singing and Ear-Training II
MUSC 203 Theory and Composition III
MUSC 204 Theory and Composition IV
MUSC 213 Sight-Singing and Ear-Training III
MUSC 214 Sight-Singing and Ear-Training IV
MUSC 310 Conducting
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II

Plus:
Principal Applied Area (8 Hrs.)

Ensemble
- At least 2 large ensemble credits based on the primary instrument: MUSC 177/178, 179/180 or 187/188; pianists may choose any large ensemble.
- At least 2 small ensemble credits based on the primary instrument: MUSC 185/186 and/or 197/198.
- At least 2 ensemble credits of a choral ensemble for all music majors: MUSC 187/188 and/or 197/198.
- At least 2 small ensemble credits based on improvisation

MUSC 395 Functional Piano Class I
MUTH 396 Functional Piano Class II

Core Music Therapy:
MUTH 212 Music Therapy Methods & Materials: School/Home-based Settings
MUTH 217 Introduction to Music Therapy
MUTH 312 Music Therapy Methods & Materials: Neuropsychiatric Settings
MUTH 322 Music Therapy Methods & Materials: Medical Settings
MUTH 343 Percussion Laboratory
MUTH 401 Psychology of Music I
MUTH 402 Psychology of Music II
MUTH 409 Music in Therapy I
MUTH 410 Music in Therapy II Plus:
MUTH 131 Freshman Music Therapy Practicum I
MUTH 132 Freshman Music Therapy Practicum II
MUTH 231 Sophomore Music Therapy Pract III
MUTH 232 Sophomore Music Therapy Pract IV
MUTH 331 Junior Music Therapy Practicum V
MUTH 332 Junior Music Therapy Practicum VI
MUTH 431 Senior Music Therapy Practicum VII
MUTH 432 Senior Music Therapy Practicum VIII
MUTH 499 Professional Music Internship: Music Therapy

Plus the Psychology/Science minor:
PSYC 201 General Psychology
PSYC 201L General Psychology Lab
PSYC 304 Abnormal Psychology
PSYC 308 The Exceptional Child
PSYC 320 Developmental Psychology
BIOL 220 Applied Anatomy and Physiology

Plus one additional Psychology course

Second Degree Candidates in Music Therapy

Without a Prior Degree in Music **Requirements for the Music Therapy Major leading to the BM degree as a second degree,** where the first degree earned from an accredited institution was not in music, are the same as for a first degree with a few exceptions. The following differences apply:

- MUTH 131 and MUTH 132 Freshman Music Therapy Practicum I & II are not required.
- One semester of sophomore practicum (MUTH 231 or MUTH 232) is required.
  One semester of junior practicum (MUTH 331 or MUTH 332) is required.
- PSYC 201L General Psychology Lab and a psychology elective are not required.
- Either PSYC 308 The Exceptional Child or PSYC 320 Developmental Psychology is required, but not both.

With a Prior Degree in Music
Requirements for the Music Therapy Major leading to the BM degree as a second degree, where a BA or BM in Music has already been earned from an accredited institution are:
Voice Proficiency (by exam)
Guitar Proficiency (by exam)
Piano Proficiency (by exam)
Core Music Therapy:
MUTH 212 Music Therapy Methods & Materials: School/Home-based Settings
MUTH 217 Introduction to Music Therapy
MUTH 231 or 232 Music Therapy Pract III or IV
MUTH 312 Music Therapy Methods & Material: Neuropsychiatric Settings
MUTH 322 Music Therapy Methods & Materials: Medical Settings
MUTH 343 Percussion Lab
MUTH 401 Psychology of Music I
MUTH 402 Psychology of Music II
MUTH 409 Music in Therapy I
MUTH 410 Music in Therapy II
MUTH 331 or 332 Music Therapy Pract VI or VII
MUTH 431 Music Therapy Practicum VII
MUTH 432 Music Therapy Practicum VIII
MUTH 499 Professional Internship (off campus)

Plus:
MUSC 310 Conducting
BIOL 220 Applied Anatomy and Physiology
PSYC 201General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology or PSYC 308 Exceptional Child

Minors

MUSIC MINOR
MUSC 100 Introduction to Music
MUSC 103 Theory & Composition I
or MUSC 110 Fundamentals of Music
MUSC 171 Applied Music
MUSC 181 Applied Music
Plus one music history course, at or above the 200 level
Plus two ensemble credits
Plus two additional credits in Applied Music and/or Ensemble
Total: 15 Hrs.

MUSIC HISTORY MINOR
MUSC 100 Introduction to Music
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II

Choose two:
MUSC 200 From Jazz to Rock 'n' Roll
MUSC 207 Music in America

MUSC 355 Topics: Music History and Literature
Total: 15 Hrs.

MUSICAL THEATRE MINOR
(Interdisciplinary minor housed in the Music, Theatre & Dance Department)

Core Courses required for all students (7-9 hrs):
MUSC 202 History of Musical Theatre (3 hrs)
Two studio courses in dance (4-6 hrs)

Plus one of the following tracks

Track 1, for music majors (13-15 hrs)
THTR 200 Introduction to Theatre (3 hrs)
THTR 215 Practicum in Technical Theatre (1-3 hrs)
THTR 250 Beginning Acting (3 hrs)
THTR 252 Directing for the Theatre (3 hrs)
THTR 350 Advanced Acting (3 hrs)

Track 2, for Theatre majors (13 hrs)
MUSC 103 Beginning Theory & Composition or
MUSC 110 Fundamentals of Music (3 hrs)
MUSC 113 Sight Singing and Ear-Training (1 hr)
MUSC 157 Piano Class I or Applied Music (piano) (1 hr)
MUSC 175 Voice Class and/or Applied Music (voice) (6 hrs)
Ensemble (2 hours) chosen from:
MUSC 187/188 Chorale
MUSC 197/198 Chamber Singers

Track 3, for all other majors (17 hrs)
THTR 200 Introduction to Theatre (3 hrs)
THTR 215 Practicum in Technical Theatre or
THTR 252 Directing for the Theatre (3 hrs)
THTR 250 Beginning Acting (3 hrs)
MUSC 103 Beginning Theory & Composition or
MUSC 110 Fundamentals of Music (3 hrs)
MUSC 113 Sight Singing and Ear-Training (1 hr)
MUSC 157 Piano Class I or applied piano (1 hr)
MUSC 175 Voice Class and/or Applied Voice (3 hrs)
Total: 20-26 Hrs.

TECHNICALTHEATRE MINOR
Core Requirements
THTR 200 Introduction to Theatre (3 hrs)
THTR 215 Stagecraft Practicum (1-3 hrs)
THTR 250 Beginning Acting

Choose two:
THTR 321 Lighting & Sound Design
THTR 330 Costuming & Makeup Design
THTR 340 Scenic Design
THTR 356 Topics in Technical Theatre

At least 4 hours of applied stagecraft:
THTH 221 Lighting & Sound Practicum (1-3 hrs)
THTR 230 Costuming & Makeup Practicum (1-3 hrs)
THTR 240 Scenic Arts Practicum (1-3 hrs.)
THTR 245 Stage Management Practicum (1-3 hrs.)
THTR 322 Advanced Lighting and Sound (1-3)
THTR 332 Advanced Costuming & Makeup (1-3 hrs)
THTR 342 Advanced Scenic Arts (1-3 hrs)
THTR 345 Advanced Stage Management (1-3 hrs)
Total: 17 Hrs.

THEATRE PERFORMANCE MINOR
THTR 200 Introduction to Theatre (3 hrs)
THTR 215 Stagecraft Practicum (1-3 hrs)
THTR 250 Beginning Acting
THTR 253 Directing for the Theatre
THTR 350 Advanced Acting
Choose one:
THTR 351 Acting for the Camera
THTR 360 Stage Combat
THTR 361 Fighting for Film
THTR 362 Stage Combat II
Total: 16 Hrs.

STAGE COMBAT MINOR
THTR 200 Introduction to Theatre
THTR 250 Beginning Acting
THTR 360 Stage Combat I
THTR 361 Fighting for Film
THTR 362 Stage Combat II
Total: 15 Hrs

Certificate Program
Music Therapy Equivalency Certificate

The curriculum for the music therapy equivalency certificate meets the entry level standards of the American Music Therapy Association. All students must pass proficiency examinations in applied piano, voice, and guitar. Entering students who do not meet these standards or who do not transfer in a conducting or percussion techniques course should consider the second degree option. Upon completion of the certificate program, students will be eligible to sit for the national board certification examination in Music Therapy. The certificate may be earned only by non-degree candidates.

Admission to the Certificate Program
Individuals interested in obtaining a Music Therapy Equivalency Certificate should contact the Hayworth School Admissions Office at 704.337.2314. Direct questions about program requirements to the Music Therapy Program Director at 704.337.2570.

Admission Requirements
To be considered for admission as a non-degree student in the certificate program, an applicant must:

1. Hold a bachelor's degree in Music from an accredited institution.
2. Transfer enough credits in the courses outlined below such that fewer than 30 credits remain to complete the certificate program. Applicants who have more than thirty remaining credits for completion of the program should instead consider entry into the second degree program in Music Therapy.
3. Submit a completed application form, including the application fee.
4. Submit official transcript(s) of all post- secondary academic course work.
5. Consent to and pass a background check and drug screen prior to admission.

The requirements for completion of the music therapy equivalency certificate are as follows:

Voice Proficiency (by exam)
Guitar Proficiency (by exam)
Piano Proficiency (by exam)

MUTH 212 MT Methods & Materials: School/Home-based Settings
MUTH 217 Introduction to Music Therapy
MUTH 231 or 232 MT Practicum III **or** IV
MUTH 312 MT Methods & Material: Neuropsychiatric Settings
MUTH 322 MT Methods & Materials: Medical Settings
MUTH 331 or 332 MT Practicum VI **or** VII
MUTH 343 Percussion Lab
MUTH 401 Psychology of Music I
MUTH 402 Psychology of Music II
MUTH 409 Music in Therapy I
MUTH 410 Music in Therapy II
MUTH 431 or 432 MT Practicum VII **or** VIII
MUTH 499 Professional Internship (off campus) BIOL 220 Applied Anatomy and Physiology
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology
or PSYC 308 Exceptional Child

PHILOSOPHY and RELIGION DEPARTMENT

The study of philosophy and religion engages students in a rich, comprehensive and critical investigation of religious and philosophical perspectives. The major is especially strong in strengthening the critical-thinking and communication abilities of our students. A broad inquiry into patterns of thought and lives helps cultivate a depth of thought that is invaluable for a wide variety of graduate studies and careers. Queens offers a study of philosophy and religion that is both broad and deep, with classes studying thought and practice from a global perspective.

The Department offer two majors: a Philosophy major and a Religion major, as well as five minors: pre-ministry (a pre-professional program that offers the possibility of an intensive internship), ethics, peace studies and conflict resolution, philosophy, and religion.

The programs in philosophy and religion are closely linked to the Center for Ethics and Religion. Students may attend the Center's programs with nationally and internationally known speakers. Past speakers have included Dr. Francis Collins, past director of the Human Genome Project and author of *The Language of God*; Dr. Cornel West, philosopher, author, professor of African-American studies and frequent speaker in the media; Dr. Patricia Churchland, professor and author who argues that ethics can be traced back to factors such as oxytocin, the bonding hormone; and Krista Tippett, author of *Einstein's God* and host of American Public Radio's "On Being."

Writing-intensive course requirement
The writing-intensive course requirement is met with PHIL 400 or RELG 400.

Degree
The department offers two majors, in philosophy and in religion, each leading to the Bachelor of Arts degree.

Evening Programs
All requirements for the Religion minor are available in the evening, weekends or online.

Philosophy Major

The philosophy major emphasizes an approach to thinking and understanding through both the imagination and logic. Topics such as environmental philosophy, Chinese philosophy, the philosophy of religion, and a historical understanding of thought from the classical Greeks to today are offered. Close

attention is given to critical thinking, communication, and problem- solving.

Requirements
Students must complete 33 hours in the Philosophy major, of which at least 21 hours must be at 300-level or above.

Requirements for the Philosophy major:
Core courses
PHIL 203 Introduction to Philosophy
PHIL/RELG 320 Philosophy of Religion
PHIL 400 Major Thinkers and Issues (senior capstone)
PHIL 204 Introductory Logic
RELG 210 World Religions

***Plus* choose two courses in philosophical traditions from the following:**
PHIL 304 Contemporary Western Philosophy
PHIL 330 Ancient & Medieval Western Philosophy
PHIL 346 Chinese Philosophy and Religion

***Plus* choose one course in philosophy and society from the following:**
PHIL 305 Medical Ethics
PHIL 325 Environmental Philosophy
PHIL 334 Modern Political Thought
PHIL 340 Contemporary Moral Issues
RELG 344 Christian Ethics

***Plus* choose three courses** (9 credit hours) from any remaining PHIL or RELG courses, at least two of which must be at the 300-level or above. They may be chosen from courses above not already elected, as well as from:
PHIL 240 Philosophy Through Film
PHIL 349 Topics in Philosophy

Religion Major

The religion major emphasizes a critical and sympathetic study of the practices and doctrines of the world's great religions. In keeping with Queens' Presbyterian tradition, the importance of "thinking the faith" is recognized. Through careful study of traditions, scripture, ethics, and culture, students grow in their capacity for critical thinking, as well as their ability to communicate effectively.

Requirements
Students must complete 33 hours in the Religion major, of which at least 21 hours must be at 300-level or above.

Requirements for the Religion major:

Core courses
RELG 205 Old Testament: Hebrew Scriptures
RELG 206 New Testament
PHIL 203 Introduction to Philosophy
RELG 210 World Religions
RELG/PHIL320 Philosophy of Religion (may be taken as PHIL 320)
RELG 400 Major Thinkers and Issues
Plus choose one course (3 credit hours) in Religious Traditions from:
RELG 312 The First Christians
RELG 323 Renaissance & Reformation
RELG 346 Chinese Philosophy & Religion
RELG 351 Topics in World Religion (e.g., Islam; Hinduism; Buddhism; Jesus and Buddha)
Plus choose one course (three credit hours) in Sacred Scriptures from:
RELG 306 Prophetic Religion
RELG 343 Reading Paul's Letters
RELG 347 Jesus in Ancient & Modern Media
RELG 352 Topics in Sacred Scriptures (e.g., Islam, Hinduism, Buddhism, Jesus & Buddha, etc.)
Plus choose one course (three credit hours) in Religion and Society from:
RELG 325 Environmental Philosophy
RELG 344 Christian Ethics
RELG 345 Religion in America
RELG 348 Problem of Evil
RELG 353 Studies in Religion Culture & Ethic
PSYC 360 Psychology of Religion
Plus choose six hours (two courses) at the 300-level or above from any remaining PHIL or RELG courses.

Minors

ETHICS MINOR
(Interdisciplinary minor housed in the Philosophy-Religion Department)
Choose five courses:
BUSN 320 Business Ethics
COMM 364 Media Law
HIST 361 Ideas &Values in Conflict in History
PHIL 304 Contemporary Western Philosophy
PHIL 305 Medical Ethics
PHIL 340 Contemporary Moral Issues (students may not take both PHIL340 and CORE412)
RELG 206 New Testament
RELG 344 Christian Ethics
Total: 15 Hrs.

PEACE STUDIES AND CONFLICT RESOLUTION MINOR
(Interdisciplinary Minor housed in the Philosophy-Religion Department)
Choose six courses:
COMM 327 Intercultural Communication
POLS 320 Ethnic, Gender, and Minority Politics
POLS 345 International Human Rights
POLS 347 Global Conflicts
PSYC 390 Forgiveness: Theory, Research and Practice
PSYC 303 Social Psychology
RELG 348 Problem of Evil
RELG 355 Studies in the Theology of Nonviolent Social Change
SOCI 250 Social Issues and Problems
SOCI 340 Social Inequality
Total: 18 Hrs.

PHILOSOPHY MINOR
PHIL 203 Introduction to Philosophy
or PHIL 240 Philosophy Through Film
PHIL 204 Introduction to Logic
Plus three additional philosophy courses or two additional philosophy courses and one religion course
Total: 15 Hrs.

PRE-MINISTRY MINOR
(Interdisciplinary minor housed in the Philosophy-Religion Department)
Required:
RELG 205 Old Testament/Hebrew Scriptures
RELG 206 New Testament
RELG 210 World Religions
PHIL 320 Philosophy of Religion
Plus choose two from:
Any 300-level RELG courses
Plus choose one from:
BUSN 333 Principles of Management
COMM 101 Intro to Communication Studies. COMM 200 Public Speaking
COMM 306 Integrated Strategic Communication
PSYC 305 Introduction to Counseling
SOCI 203 Principles of Sociology
SOCI 345 Racial and Ethnic Minorities
Total: 21 hours

RELIGION MINOR
RELG 205 Old Testament: Hebrew Scriptures
RELG 206 The New Testament
RELG 210 Introduction to World Religions
Two 300-level Religion courses
RELG/HIST 345 Religion in America and PHIL320 Philosophy of Religion can be included
Total: 15 Hrs.

POLITICAL SCIENCE, INTERNATIONAL STUDIES & SOCIOLOGY DEPARTMENT

The department offers three majors leading to the Bachelor of Arts degree: International Studies, Political Science and Sociology.

International Studies Major

The major in International Studies emphasizes an interdisciplinary approach to global issues and geographical regions of the world, and encourages an appreciation of other cultures. Courses provide analytical, critical thinking, normative and linguistic development. Specialization in various areas are offered. A residency requirement allows the student to study the language and culture of their choice.

Careers
A major in International Studies provides a basis for graduate study and a foundation for careers in foreign and government service, international business, international law, private and non-profit organizations involved in international issues, public health, the Peace Corps, consulting and teaching abroad, and many other fields.

Writing-intensive course requirement
The writing-intensive course requirement is met with POLS 460 Major Issues in Politics.

Requirements
Students must complete 39 hours in the International Studies major including 6 hours in a foreign language.

Requirements for the International Studies Major are: Core (21 hrs):
HIST 111 West in the World
RELG 210 Introduction to World Religions
POLS 250 Introduction Comparative Politics or POLS 270 Introduction to World Politics
SOCI 203 Principles of Sociology
ANTH 201 Cultural Anthropology
POLS 346 International Political Economy
BUSN 420 International Business
POLS 370 Research Methods in Political Science
POLS 460 Major issues in Politics

Language requirement
Six credit hours in a non-native language beyond English. For Western European languages, these six credit hours need to be at the 300-level or above. All other languages need to be at the 200-level or above. In addition to courses offered through the Foreign Languages department, this requirement may be fulfilled by taking courses at another

university approved by Queens University of Charlotte or through a foreign residency that focuses upon language immersion. Completing a concentration/major in a foreign language will satisfy the language requirement.

Area study
Every student will complete a contract identifying an individualized area of focus, with the assistance of the International Studies program advisor. The area of focus will consist of a coherent combination of coursework equivalent to a minimum of 12 credit hours, and should be integrated with the student's language study, and overseas residency. Students must demonstrate a rationale for combining the courses selected, as well as specific and realistic plans if a student intends to study a language not routinely offered by Queens, or seeks to complete a residency in an unusual location. Ideally, the area of focus will be negotiated after the core requirements are satisfied. Courses must be drawn from at least two departments – including both the humanities and the social sciences.

Residency
A student majoring in International Studies fulfills a residency requirement in a location appropriate to their chosen program of study. This residency should consist of a summer or semester abroad, and may include an international internship or a language immersion program through JBIP. The program coordinator assists majors in planning for the residency and must approve all proposed residency programs. Further, the program coordinator will consult with the student during the residency, and in conjunction with the Registrar,
will determine the academic credit to be transferred or awarded for the residency when the student returns. Academic credit earned in a foreign residency program may be used to satisfy other requirements in the major. Students currently resident in a country other than the U.S. are not required to fulfill a residency requirement, nor are student veterans that have served an overseas deployment.

Political Science Major

The major in Political Science emphasizes the empirical, analytical, comparative and normative investigation of contemporary political issues facing the United States and the global community. Attention is given to critical thinking, problem- solving, research and writing skills. Introductory courses present basic ideas, issues and concepts of Political Science. Upper-level courses provide in-depth investigation of introductory material and focus on specialized areas.

Careers
A major in Political Science provides a basis for graduate study in all the subfields of the discipline and a foundation for careers in government, politics, law, journalism, education, business or any of the many areas in which a liberal arts background is desirable.

Writing-intensive course requirement
The writing-intensive course requirement is met with POLS 460 Major Issues in Politics.

Requirements
- Students must complete 39 hours in the Political Science major
- Students must have at least 24 hours of courses at the 300-level or above, from the courses listed below, to complete the major.
- Courses CANNOT be counted towards TWO different elective groups nor can they be counted towards both an elective group and the major core.

Requirements for the Political Science major are:
CORE (21 hours)
POLS 201 United States Government
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics
POLS 346 International Political Economy
POLS 370 Research Methods in Political Science
POLS 460 Major Issues in Politics
***Plus* select one**:
POLS 333 Classical Political Thought
POLS 334 Modern Political Thought

ELECTIVES (18 hours)
American Politics Electives: Choose Three
HIST 320 Inventing the American Economy
HIST 335 The American Revolution
HIST 386 American Capitalism
POLS 240 Introduction to Public Policy Analysis
POLS 298 Moot Court
POLS 309 Campaigns and Elections
POLS 313 Constitutional Law and the Judicial System
POLS 315 Congress and the Presidency
POLS 318 Politics and the Media
POLS 319 Politics of Immigration in the U.S. POLS 320 Ethnic, Minority & Gender Politics POLS 326 Contemporary United States Foreign Policy
POLS 329 Politics and Fiction
POLS 333 Classical Political Thought
POLS 334 Modern Political Thought
POLS 340 Environmental Politics

Comparative Politics Electives: Choose Two
HIST 331 Russian History
POLS 301 European Politics

POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Politics of the Middle East
POLS 306 Politics of Developing Countries
POLS 307 Asian Politics
POLS 329 Politics and Fiction
POLS 332 Politics and Society of Ireland
POLS 333 Classical Political Thought
POLS 334 Modern Political Thought

International Relations / World Politics Electives: Choose One
HIST 337 Invasion of the Americas
POLS 299 Topics in Model United Nations (maximum of 3 hours counted towards major)
POLS 326 Contemporary United States Foreign Policy
POLS 329 Politics and Fiction
POLS 333 Classical Political Thought
POLS 334 Modern Political Thought
POLS 341 International Law & Organizations
POLS 342 US-Latin American Relations
POLS 343 China and India on the World Stage
POLS 345 International Human Rights
POLS 347 Global Conflicts
POLS 349 Political Economy of North-South

Sociology Major

Sociology is the systematic analysis of social behavior. Sociologists seek to understand social and cultural processes such as cohesion, conflict, and change by studying human interactions and social institutions. Sociology students learn to use empirical evidence, public policy, and social theory to address social issues and practices that challenge our society.

Careers
A major in Sociology provides a basis for graduate study in the areas of sociology, social work, law, and counseling, as well as a foundation for careers in social services, business, and government. The analytical skills acquired in the major prepare students for applied research and program evaluation careers.

Writing-intensive course requirement
The writing intensive course requirement is met with SOCI 307 and SOCI 307L.

Degree
A major in Sociology leads to the Bachelor of Arts degree.

Evening Programs
All requirements for the Sociology and Sociology-Anthropology minor are offered in the evening.

Requirements
There are 34 hours required for the Sociology major.
Required courses (16 hours):
MATH 106 Introductory Statistics
SOCI 203 Principles of Sociology
SOCI 307 Research Methods
SOCI 307L Lab in Research Methods
SOCI 400 Social Theory
SOCI 411 Advanced Seminar in Sociology

Plus six courses (18 hours) chosen from the following:
ANTH 201 Cultural Anthropology
POLS 334 Modern Political Thought
SOCI 250 Social Issues and Problems
SOCI 303 Social Psychology
SOCI 304 Marriage & The Family
SOCI 305 Urban Sociology
SOCI 316 Women in Society
SOCI 330 Directed Individual Study
SOCI 340 Social Inequality
SOCI 345 Racial & Ethnic Minorities
SOCI 350 Topics in Sociology
SOCI 360 Great Writings in Sociology

Minors

AMERICAN POLITICAL STUDIES MINOR
(Interdisciplinary minor housed in the Political Science & Sociology Department)
POLS 201 United States Government
ECON 203 Macroeconomics

Plus three courses chosen from:
HIST 320 Inventing the American Economy
HIST 335 The American Revolution
HIST 352 History of American Journalism
HIST 386 American Capitalism
POLS 240 Introduction to Public Policy Analysis
POLS 298 Moot Court
POLS 309 Campaigns and Elections
POLS 313 Constitutional Law and the Judicial System
POLS 315 Congress and the Presidency
POLS 318 Politics and the Media
POLS 319 Politics of Immigration in the U.S.
POLS 320 Ethnic, Minority & Gender Politics
POLS 326 Contemporary United States Foreign Policy
POLS 334 Modern Political Thought
POLS 340 Environmental Politics
Total: 15 Hrs.

ANTHROPOLOGY MINOR
(Housed in the Political Science & Sociology Department)
ANTH 201 Cultural Anthropology

Plus choose four of the following courses:
ANTH 320 Anthropology of Latin America
ANTH 330 American Ethnic Communities
ANTH 340 Directed Individual Study
ANTH 350 Topics in Anthropology
SOCI 316 Women in Society
SOCI 345 Racial & Ethnic Minorities
Total: 15 Hrs.

ETHNIC AND MINORITY STUDIES MINOR
(Interdisciplinary minor housed in the Political Science & Sociology Department)
Choose two of the following:
ANTH 330 American Ethnic Communities
COMM 327 Intercultural Communication
POLS 320 Ethnic, Minority and Gender Politics
SOCI 345 Racial and Ethnic Minorities

Plus three courses chosen from:
ANTH 320 Anthropology of Latin America
ENGL 332 African American Literature
HIST 107 History of Latin America
HIST 337 Invasion of the Americas
HIST 340 African-American History
HIST 341 Civil Rights Movement
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Politics of the Middle East
POLS 307 Asian Politics
POLS 319 Politics of Immigration in the U.S.
POLS 342 US-Latin American Relations
POLS 343 China and India on the World Stage
POLS 349 Political Economy of North-South
RELG 210 Introduction to World Religions
RELG 353 Studies in Religious Culture & Ethics
SPAN 362 Spanish-American Civilization and Cultures
SPAN 431 Spanish-American Poetry
SPAN 441 Spanish-American Novel
SPAN 444 Spanish-American Short Story
SPAN 452 Spanish-American Theatre
SPAN 461 Latino Literature
Total: 15 Hrs.
Note: Appropriate topics courses may be substituted at the discretion of the Chair of the Department of Political Science and International Studies

EUROPEAN POLITICAL STUDIES MINOR
(Interdisciplinary minor housed in the Political Science & Sociology Department)
HIST 309 Contemporary Europe
POLS 250 Introduction to Comparative Politics
POLS 301 European Politics

Plus choose two courses:
HIST 306 Early Modern Europe
HIST 329 French Revolution & Napoleon
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
POLS 332 Politics and Society of Ireland
Total: 15 Hrs.

INTERNATIONAL STUDIES MINOR
(Interdisciplinary minor housed in the Political Science & Sociology Department)
Choose three of the following courses:
ANTH 201 Cultural Anthropology
HIST 111 West and the World
POLS 250 Introduction Comparative Politics or POLS 270 Introduction to World Politics
RELG 210 Introduction to World Religions

Plus choose two courses from the following:
ANTH 320 Anthropology of Latin America
BUSN 420 International Business
BUSN 454 International Trade
ENGL 300 World Literature
ENGL 322 19th Century British Literature
ENGL 329 Literature of Modernism
ENGL 335 Women Writers
FREN 370 Topics in French Studies

HIST 330 British History
HIST 331 Russian History
HIST 332 Germany History
POLS 299 Topics in Model United Nations
POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Politics of the Middle East
POLS 306 Politics of Developing Countries
POLS 307 Asian Politics
RELG 351 Topics in World Religion
SPAN 362 Spanish-American Civilization and Culture
THTR 304 World Drama: Renaissance to Modern
Total: 15 Hrs.

POLITICAL ECONOMY MINOR *(Interdisciplinary minor housed in the Political Science & Sociology Department)*
ECON 203 Macroeconomics
POLS 346 International Political Economy

Plus choose three courses:
BUSN 355 Capitalism or ECON 355 Capitalism
BUSN 420 International Business
HIST 320 Inventing the American Economy or HIST 386 American Capitalism
POLS 201 United States Government
POLS 250 Comparative Politics
POLS 301 European Politics
POLS 303 Latin American Politics
POLS 306 Politics of Developing Countries
POLS 343 China and India on the World Stage
POLS 349 Political Economy of North South Relations
Total: 15 Hrs.

POLITICAL SCIENCE MINOR
POLS 201 United States Government
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics

Plus two courses chosen from:
POLS 309 Campaigns and Elections
POLS 313 Constitutional Law & the Judicial System
POLS 315 Congress and the Presidency
POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Politics of the Middle East
POLS 306 Developing Political Systems
POLS 307 Asian Politics
POLS 333 Classic Political Thought
POLS 334 Modern Political Thought
Total: 15 Hrs.

PRE-LAW MINOR
(Interdisciplinary minor housed in the Political Science & Sociology Department)
BUSN 305 Legal Environment of Business
HIST 311 Research Seminar or POLS 370 Research Methods in Political Science
PHIL 204 Introductory Logic
POLS 298 Moot Court
POLS 313 Constitutional Law and the Judicial System

Plus choose two courses:
BUSN 315 Business Law
BUSN 39 Fraud and Business (
COMM 200 Public Speaking
COMM 359 Sports: Ethics, Law and Media
COMM 364 Media Law
ECON 203 Macroeconomics
POLS 341 International Law and Organizations
PSYC 303 Social Psychology
PSYC 340 Forensic Psychology
SOCI 203 Principles of Sociology
Total: 21 Hrs.

SOCIOLOGY MINOR
SOCI 203 Principles of Sociology

Plus choose four of the following courses:
POLS 334 Modern Political Thought

SOCI 250 Social Issues and Problems
SOCI303 Social Psychology
SOCI 304 Marriage & The Family
SOCI 305 Urban Sociology
SOCI 307 Research Methods
SOCI 307L Lab in Research Methods

SOCI 316 Women in Society
SOCI 340 Social Inequality
SOCI 345 Racial & Ethnic Minorities
SOCI 350 Topics in Sociology
SOCI 360 Great Writings in Sociology
SOCI 400 Social Theory
Total: 15 Hrs.

SOCIOLOGY-ANTHROPOLOGY MINOR
SOCI 203 Principles of Sociology
ANTH 201 Cultural Anthropology

Plus choose three of the following courses:
ANTH 320 Anthropology of Latin America
ANTH 330 American Ethnic Communities
ANTH 350 Topics in Anthropology
SOCI 304 Marriage & The Family
SOCI 316 Women in Society
SOCI 345 Racial & Ethnic Minorities
SOCI 350 Topics in Sociology
Total: 15 Hrs.

WOMEN'S STUDIES MINOR *(Interdisciplinary minor housed in the Political Science & Sociology Department)*

Choose five of the following courses:
COMM 317 Gender & Communication
ENGL 335 Women Writers
HIST 392 American Women
POLS 320 Ethnic, Minority and Gender Politics
SOCI 316 Women in Society
Complete any one topics courses as approved by the Coordinator of the Women's Study Minor
Total: 15 Hrs.

PSYCHOLOGY DEPARTMENT

The Psychology Department offers a major in Psychology.

Psychology Major

Psychology emphasizes the development of an understanding of factors important in determining behavior and mental processes. Introductory courses present basic psychological principles; upper-level courses provide opportunities for further work in areas of special interest. Independent study allows the student to design and carry out original research. Internships in community settings enable the student to make practical application of psychological principles.

Evening Programs

All courses required for completion of the major in Psychology are offered in the evenings or on the weekend or online. Some requirements may be offered only in a summer term. The Psychology major is also offered during the day.

Careers

A major in Psychology provides a basis for graduate study in areas of psychology, education, social sciences, social work and law as well as a foundation for careers in personnel, social work, mental health, health care and similar areas.

Writing-intensive course requirement

The writing-intensive course requirement is met with PSYC 300 and PSYC 306.

Degree

A major in Psychology leads to the Bachelor of Arts degree.

Prerequisite

PSYC 201 is prerequisite to all Psychology courses except PSYC 310.

Required hours in the major

Students must complete 38 hours in psychology courses and Math 106, which also meets a general education requirement, for a total of 41 hours.

Requirements for the Psychology Major are:
Core:
PSYC 201 General Psychology
PSYC 201L General Psychology Lab
PSYC 300 Information Literacy in Psychology
PSYC 306 Experimental Methods in Psychology
PSYC 306L Experimental Psychology Lab
PSYC 307 Experimental Psychology II
PSYC 400 Advanced General Psychology I
PSYC 401 Advanced General Psychology II

MATH 106 Introductory Statistics
Plus choose at least one of the following Experimental Psychology courses:
PSYC 314 Psychology of Learning
PSYC 316 Cognitive Psychology
PSYC 412 Physiological Psychology
Plus choose at least one of the following Social/Developmental courses:
PSYC 303 Social Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infant & Child Development
PSYC 330 Psychology of Adulthood and Aging *Plus choose at least one of the following Clinical/Assessment courses:*
PSYC 302 Psychology of Personality
PSYC 304 Abnormal Psychology
PSYC 305 Introduction to Counseling
PSYC 311 Psychological Tests
PSYC 404 Child/Adolescent Psychopathology

Plus choose three additional courses (9 credit hours) from any of the courses offered by the Psychology Department as approved by the major advisor.
PSYC 302 Psychology of Personality
PSYC 303 Social Psychology
PSYC 303L Experimental Social Psychology
PSYC 304 Abnormal Psychology
PSYC 305 Introduction to Counseling
PSYC 308 Exceptional Child
PSYC 310 Applied General Psychology
PSYC 311 Psychological Tests
PSYC 312 Sensation and Perception
PSYC 314 Psychology of Learning
PSYC 315 Lab in Conditioning and Learning
PSYC 316 Cognitive Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infant & Child Development
PSYC 329 Adolescent Psychology
PSYC 330 Psychology of Adulthood and Aging
PSYC 340 Forensic Psychology
PSYC 352 Topics in Psychology
PSYC 360 Psychology of Religion
PSYC 390 Forgiveness
PSYC 404 Child/Adolescent Psychopathology
PSYC 406 Advanced Research Participation
PSYC 412 Physiological Psychology
PSYC 421 Organizational Psychology
PSYC 449 Independent Research
PSYC 450 Independent Research
PSYC 452 Directed Readings in Psychology
PSYC 455 Psychology Lab Assistant
PSYC 460 Practicum in Group Dynamics

Minors

PSYCHOLOGY MINOR I
PSYC 201 General Psychology

Choose at least one of the following courses:
PSYC 314 Psychology of Learning
PSYC 316 Cognitive Psychology
PSYC 412 Physiological Psychology

Choose at least one of the following courses:
PSYC 303 Social Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infant & Child Development
PSYC 330 Psychology of Adulthood and Aging

Choose at least one of the following courses:
PSYC 302 Psychology of Personality
PSYC 304 Abnormal Psychology
PSYC 305 Intro to Counseling
PSYC 311 Psychological Tests
PSYC 404 Child/Adolescent Psychopathology

Plus choose one additional 3-hour course from the courses offered by the Department of Psychology.
Total: 15 Hrs.

PSYCHOLOGY MINOR II
PSYC 201 General Psychology

Plus five additional courses from the departmental offerings.

A student planning to minor in Psychology II should consult with a departmental member.
NOTE: All requirements for this minor are available in the evening.
Total: 18 Hrs.

PSYCHOLOGY/SCIENCE MINOR
Restricted Minor: Required for Music Therapy majors; not open to other majors (Interdisciplinary restricted minor housed in the Psychology Department)

BIOL 220 Applied Anatomy and Physiology
PSYC 201 General Psychology
PSYC 201L Gen Psychology Lab
PSYC 304 Abnormal Psychology
PSYC 308 The Exceptional Child
PSYC 320 Developmental Psychology

Plus one additional Psychology course
Total: 20 - 22 Hrs.

WORLD LANGUAGES DEPARTMENT

The Department of World Languages offers three majors leading to the Bachelor of Arts degree: a Spanish major, a French major, and Two Languages - the option to major in two languages.

Teacher Licensure
Students majoring in Foreign Language-French or Foreign Language-Spanish may earn licensure to teach K-12. See the Cato School of Education for more information.

Writing Intensive Requirement
The writing-intensive course requirement may be met with one course chosen from FREN 310, FREN 320, SPAN 315, 325 or 415. Substitutions for these courses may be made with department approval.

German Non-major courses in German are also offered.

Language Non-major courses in languages other than French, German and Spanish are also offered depending upon student interest.

French Major

Requirements for a major in French
Thirty credit hours of courses in French above the 100-level as approved by the major advisor are required. Core requirements: FREN 362 or 363, and one writing intensive class.

The University-wide requirement of an internship may be in an environment related to French and may contribute up to six credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement.

It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program.

Spanish Major

Requirements for a major in Spanish
Thirty credit hours of courses in Spanish above the 100-level as approved by the major advisor are required. Core requirements: SPAN 362, at least one literature class, and one writing intensive class. In addition, students should take no more than two 200-level classes.

The University-wide requirement of an internship may be in an environment related to Spanish and may contribute up to six credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement.

It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program.

Major in Two Languages

Requirements for a major in Two Languages
Eighteen credit hours above the 100-level in each of two languages as approved by the major advisor are required. Core requirements: SPAN 362; FREN 362 or 363, and one writing intensive class. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement. It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program

Minors

FRENCH MINOR
Complete 15 hours of French coursework at or above the 200 level. **Total: 15 Hrs.**

SPANISH FOR HEALTH CARE PROFESSIONALS MINOR
SPAN 231 Intermediate Span for Health Care SPAN 371 Advanced Spanish for Health Care

Plus 3 courses chosen from:
SPAN 315 Grammar: Solving the Puzzle
SPAN 325 Written Expression
SPAN 335 A Taste of Literature
SPAN 345 Vital Conversations
SPAN 362 Span-American Civ & Cultures.
Total: 15 Hrs.

SPANISH MINOR
Complete 15 hours of Spanish coursework at or above the 200 level
Total: 15 Hrs.

CATO SCHOOL of EDUCATION

Teacher Education
At Queens University of Charlotte, the education of teachers is the joint responsibility of the faculty of the content area departments and the faculty of the Cato School of Education. The Wayland H. Cato, Jr. School of Education's objectives state that the education of teachers is threefold: they receive liberal education, they pursue their teaching specialties in-depth and they acquire the necessary professional knowledge and skills needed in teaching. Objectives for each area of licensure are listed in the Teacher Education Handbook, available in the Cato School of Education. Students may obtain a teaching license at the elementary or secondary level within a baccalaureate program.

Licensure Areas: Elementary Education K-6; Secondary 9-12 in Biology, Chemistry, English, History, Mathematics, Social Studies; K-12 in French and Spanish

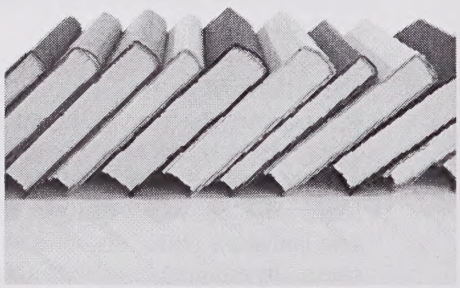
CATO SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: INDEPENDENT LEARNER
The goal of Queens University of Charlotte's teacher preparation program is to ensure candidates demonstrate the characteristics of a Queens graduate. Thus, the conceptual framework of the Wayland H. Cato, Jr. School of Education is fully aligned with the University's mission to nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

Our conceptual framework reflects a social constructivist view of learning. This is often conceptualized as a spiral in which learners continuously reflect on their experiences and develop increasingly stronger abilities to integrate new information at more complex levels. We believe that the education of teachers is multifaceted and should reflect the social context of learning as individuals create meaning through their interactions with each other and with the environment in which they live.

North Carolina Teacher Licensure
Obtaining a North Carolina Class A initial teaching license is possible through programs in Elementary Education (K-6); content areas in French and Spanish (grades K-12); and content areas in Biology, Chemistry, English, History, Mathematics and Social Studies (grades 9-12). All programs are approved by the North Carolina Department of Public Instruction and the Council for the Accreditation of Educator Preparation (CAEP), allowing the possibility of licensure reciprocity with other states.
- Students pursuing licensure in Elementary Education (K-6) should major in Elementary Education and can obtain licensure by completing all additional requirements.
- Students pursuing licensure in French or Spanish (K-12) should major in French and/or Spanish and can obtain licensure by completing all additional requirements.
- Students pursuing Secondary Licensure (9-12) must complete the appropriate major and can obtain licensure by completing a minor in secondary education and all additional requirements.

Field Experiences
In conjunction with course requirements, the program requires field experiences in a variety of grade levels in CMS in diverse K-12 settings. Field experiences related to methods courses will be arranged with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses.

Each field experience placement consists of opportunities for candidates to:
- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one, small group and whole class settings



TRANSITION POINTS IN THE TEACHER LICENSURE PROGRAM

Application to the Teacher Education Program
Students must apply to the Cato School of Education for admission to the Teacher Education Program prior to

completing five education courses for the Elementary Education Program or two education courses for the Secondary Education Program. A student will be applying to either the Elementary Education major or to the Secondary Education minor.

Requirements for TEP admission:
- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members
- completed Disposition Self Assessment Form
- overall grade point average of 2.500 and major grade point average of 2.75
- acceptable scores on the ACT, the SAT, or Praxis I
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee

Foliotek Requirement
Students must register and pay for Foliotek, our assessment and portfolio management program, when enrolling in their first EDUC course. Student assignments and evidences will only be accepted in Foliotek.

Retention in the Program
Retention in the program is based on the expectation that students demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Students may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:
- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

Application for Student Teaching
Students must apply for student teaching in the term preceding their planned student teaching semester (EDUC499). All course work required for the Education major must be completed before the student teaching semester. (Major and minor course work must be completed for Secondary students.)

Requirements for Student Teaching:
- Student Teaching Application and essays
- cumulative grade point average of 2.500
- grades of C or better in all education courses
- have a major grade point average of 2.75
- acceptable scores on the ACT, the SAT or Praxis I
- positive Disposition Assessments from faculty
- good standing with the University
- approval of the Teacher Education Committee

STATE-MANDATED TESTS
To be licensed in Elementary Education in North Carolina, candidates must pass the NC Foundations of Reading and General Curriculum Tests (Mathematics and Multi Subject subtests). Information and registration bulletins are available at www.nc.nesinc.com.

Secondary and Foreign Language students must take the Praxis II test in their respective content area. Information about the Praxis II can be found at www.ets.org/praxis/nc.

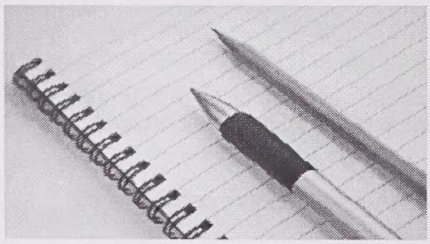
Technology Portfolio (Elementary and Secondary Licensure)
To meet Queens licensure requirements, candidates must demonstrate computer competencies through portfolios. Information about the portfolio is distributed in EDUC 270 Educational Technology. This is required for initial licensure only.

Major in Elementary Education

Writing-intensive course requirement
The writing-intensive course requirement is met with EDUC 411.

Degree
The major in Elementary Education leads to the Bachelor of Arts degree.

Degree Requirements for Elementary Education:
Professional education requirements (K-6)
EDUC 201 Diversity in Schools
EDUC 224 Foundations and Curriculum in Elementary Education
EDUC 260 Teaching Children with Special Needs in Elementary Schools
EDUC 270 Educational Technology
EDUC 304 Classroom Management and Conflict Resolution
EDUC 305 Literature for Children
EDUC 310 Educational Psychology
EDUC 314 Cultural Arts and Movement in Elementary Education
EDUC 319 Data Driven Instruction
EDUC 335 Critical Issues in Education and School Communities
EDUC 401 Teaching Reading and Other Language Arts
EDUC 402 Diagnosis and Correction of Reading Difficulties
EDUC 404 Math Methods & Materials
EDUC 411 Social Studies Methods and Materials
EDUC 412 Science Methods & Materials
EDUC 435 Word Study
EDUC 499 Professional Internship Elementary
NOTE: EDUC499 *this course fulfills the university's internship requirement*
Plus PSYC 201 General Psychology



Licensure in French or Spanish (K-12)

Requirements for Licensure in French or Spanish (K-12) are:
Completion of a major in French or Spanish

Plus:
EDUC 222 Foundations of American Education (fulfills writing-intensive requirement)
EDUC 270 Educational Technology
EDUC 319 Data Driven Instruction
EDUC 330 Management of Student Environment, Work and Behavior
EDUC 299* Exploratory Internship in Education
EDUC 310 Educational Psychology
EDUC 345 Content Area Reading
EDUC 444 Foreign Language Methods/Materials
EDUC 499 Professional Internship Secondary (fulfills internship requirement)
* *The student must complete the Exploratory Internship at the opposite grade level from student teaching level. EDUC299 may be taken twice.*

Secondary Education Licensure (9-12)*

*Licensure areas are *Biology, Chemistry, English, History, Mathematics* or *Social Studies*

Requirements Secondary Education Licensure (9-12) are:
- Completion of a major in the area in which licensure is desired.
- Course requirements in the major or additional to the major as noted below.
- *Plus* the Minor in Secondary Education (9-12) below.

Biology: Major in **Biology**

Chemistry: Major in **Chemistry**

English: Major in **English** including ENGL 320 Linguistics and DRAM 231 Film History and Criticism or DRAM 233 Television History and Criticism

History: Major in **History**

Mathematics: Major in **Mathematics** including MATH 209 Discrete Mathematics and Math 304 Geometry.

Social Studies: Major in **History** plus 21 credit hours in related social sciences including
POLS 201 American Politics **or** POLS 250 Intro to Comparative Politics;
ECON 203 Macroeconomics
SOCI 203 Principles of Sociology **or** SOCI 250 Social Issues and Problems;
One 200 level or higher Social Science course (options: ANTH, POLI, or SOCI)
One 300 level or higher Social Science course

Minors

ELEMENTARY EDUCATION MINOR
EDUC 224 Foundations and Curriculum in Elementary Education
EDUC 270 Educational Technology
EDUC 305 Literature for Children
EDUC 310 Educational Psychology

Plus one additional EDUC course

Total: 15 Hrs.

SECONDARY EDUCATION (9-12) MINOR
Restricted Minor open only to students majoring in Biology, Chemistry, English, History, Mathematics or Social Studies

EDUC 222 Foundations of American Education in Secondary Education
EDUC 270 Educational Technology
EDUC 310 Educational Psychology
EDUC 319 Data Driven Instruction
EDUC 330 Management of Student Environment, Work and Behavior
EDUC 345 Content Area Reading
EDUC 436 Secondary Methods and Materials
EDUC 499 Professional Internship Secondary
NOTE: *this course fulfills the university's internship requirement*

The McColl School of Business

The McColl School of Business educates students to become successful business and professional leaders who are competent, understand the importance of character, and are committed to their communities. The McColl School seeks to prepare individuals for careers by providing high quality, innovative undergraduate and graduate business education which provides students the opportunity to develop business and management abilities.

The McColl School offers a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond, identifying the McColl School name with "leadership." Organizations need leaders with integrity at all levels and such leadership can be learned. Beyond mastering basic business skills, students need to understand their own values and draw on their knowledge and values to influence people within their organizations and communities. The McColl School's focus is on leadership when recruiting faculty, developing curricular content and structure, connecting with the business community and conveying to students the concepts of leadership in association with competence, character, and community.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2224. To contact the school by mail, write to The McColl School, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

Graduate Programs
The McColl School offers graduate degrees in business administration (MBA), organization development (MS) and executive coaching (MS). For more information see **Graduate Studies.**

Undergraduate Programs
The McColl School offers undergraduate majors in accounting, business administration, and finance leading to a Bachelor in Business Administration (BBA). The requirements for the Business Administration major are 57 credit hours. The requirements for the Accounting and Finance major are both 72 credit hours. Students may also minor in Business Administration.

Evening Baccalaureate Programs
All requirements for both the major and minor in Business Administration are offered in the evenings. However, specific electives may need to be taken during the day in order to complete a specific specialization. Some of the electives for a major in Accounting or in Finance are offered only as daytime classes.

ADMISSION TO THE McCOLL SCHOOL
A student must make formal application and be admitted to the McColl School in order to major in accounting, business administration or finance. The application is available on the Queens Web site at http://mccoll.queens.edu/ug. and is also available through the student's business faculty advisor. The McColl Undergraduate Admissions Committee reviews and approves applications to the major.

Requirements for admission to the McColl School

- Cumulative grade point average of 2.0
- Prerequisite grade point average of 2.5 with no grade below C-
- All prerequisite courses completed.
- A completed application.

Accounting Major

Prerequisites: (9 credit hours)
ACCT 207 Financial Accounting
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods

CORE requirements (39 credit hours)
ACCT 208 Managerial Accounting
BUSN 218 Business Communication
BUSN 305 Legal Environment of Business
BUSN 328 Management Info Systems
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 410 Business Analytics
BUSN 420 International Business
BUSN 460 Business Systems
BUSN 485 Business Policy
ECON 203 Macroeconomics
FINC 360 Corporate Finance
MATH 106 Statistical Methods

Accounting Requirements (24 credit hours)
ACCT 307 Intermediate Accounting I
ACCT 308 Intermediate Accounting II
ACCT 316 Federal Tax
ACCT 323 Individual Tax
ACCT 413 Auditing
ACCT 425 Government & Nonprofit
ACCT 427 Accounting Policy
ACCT 435 Accounting Info Systems

Business Administration Major

Prerequisites (9 credit hours)
ACCT 207 Financial Accounting
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods

CORE requirements (39 credit hours)
ACCT 208 Managerial Accounting
BUSN 218 Business Communication
BUSN 305 Legal Environment of Business
BUSN 328 Management Info Systems
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 410 Business Analytics
BUSN 420 International Business
BUSN 460 Business Systems
BUSN 485 Business Policy
ECON 203 Macroeconomics
FINC 360 Corporate Finance
MATH 106 Statistical Methods

Electives (24 credit hours)
Any BUSN, ACCT, FINC, or ECON courses at the 300/400 level

Finance Major

Prerequisites (9 credit hours)
ACCT 207 Financial Accounting
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods

CORE requirements (39 credit hours)
ACCT 208 Managerial Accounting
BUSN 218 Business Communication
BUSN 305 Legal Environment of Business
BUSN 328 Management Info Systems
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 410 Business Analytics
BUSN 420 International Business
BUSN 460 Business Systems
BUSN 485 Business Policy
ECON 203 Macroeconomics
FINC 360 Corporate Finance
MATH 106 Statistical Methods

Finance Core Requirements (15 credit hours plus a 9 credit hour concentration)
FINC 370 Investment Analysis
FINC 372 Financial Planning
FINC 376 Financial Markets and Institutions
FINC 474 Intermediate Corporate Finance
FINC 478 International Finance

Plus completion of one of the following Groups (9 credit hours)
Group A: Investment Concentration
FINC 477 Security and Fixed Income Analysis
FINC 480 Financial Derivatives
FINC 481 Portfolio Analysis and Management

Group B: Banking Concentration
FINC 380 Fundamentals of Banking
FINC 482 Retail and Commercial Lending
FINC 483 Bank Management

Group C: Three electives chosen from the following:
ACCT 307 Intermediate Accounting I
ACCT 308 Intermediate Accounting II
FINC 380 Fundamentals of Banking
FINC 477 Security and Fixed Income Analysis
FINC 480 Financial Derivatives
FINC 482 Retail and Commercial Lending

Minors

BUSINESS ADMINISTRATION MINOR
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 360 Corporate Finance
ECON 204 Microeconomics
Total: 18 Hours

ENTREPRENEURSHIP MINOR
BUSN 207 Financial Accounting
BUSN 303 Introduction to Entrepreneurship
BUSN 340 Principles of Marketing
BUSN 403 Innovation and Creativity
ECON 204 Microeconomics
Total: 15 Hours

GENERAL BUSINESS MINOR
BUSN 207 Financial Accounting
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
ECON 203 Macroeconomics **or** ECON 204 Microeconomics

Plus one of the following:
BUSN 208 Managerial Accounting
BUSN 305 Legal Environment of Business
BUSN 345 or IDST 305 Leadership
BUSN 372 Consumer Financial Planning
BUSN 420 International Business
*ECON 203 Macroeconomics
*ECON 204 Microeconomics
* if not taken as one of the required courses
Total: 15 Hours

INTERNATIONAL BUSINESS ENVIRONMENT MINOR
(Interdisciplinary Minor housed in the School of Business)
BUSN 420 International Business
POLS 250 Introduction Comparative Politics
HIST 111 West in the World*
or a substitute course with permission

Plus choose Focus on Europe or Developing Countries

Europe Focus:
Choose two courses from different disciplines
ECON 454 International Trade
HIST 309 Contemporary Europe
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
POLS 301 European Politics

Developing Countries Focus:
Choose two courses from different disciplines
ANTH 201 Cultural Anthropology
ECON 454 International Trade
HIST 107 Latin American History
POLS 306 Politics of Developing Countries
Total: 15 Hrs.

LEADERSHIP MINOR
(Interdisciplinary Minor Housed in the School of Business)
IDST 305 Leadership or BUSN 345 Leadership

Plus four electives chosen from:
ANTH 201 Cultural Anthropology
BUSN 333 Principles of Management
BUSN 421 Organizational Behavior
COMM 305 Organizational Communication
COMM 322 Interpersonal Communication
POLS 315 Congress & the Presidency
PSYC 201 General Psychology
PSYC 303 Social Psychology
SOCI 316 Women in Society
Total: 15 Hrs.

MARKETING MINOR
BUSN 340 Principles of Marketing
BUSN 452 Marketing Management
BUSN 453 Marketing Research
MATH 106 Introductory Statistics

Plus two electives chosen from:
BUSN 341 Advertising or COMM 306 Integrated Strategic Communication
BUSN 351 Consumer Behavior
BUSN 353 Promotion Management
BUSN 420 International Business
BUSN 455 Sales Management
Total: 18 Hours

Certificate Program

Certificate in Business Foundations (Non-Degree)

The McColl School of Business offers a Certificate in Business Foundations through the School of Graduate and Continuing Studies. The certificate is designed for individuals seeking to develop knowledge and skills in the foundation areas of business: accounting, marketing, management, finance, and economics.

Admission to the Certificate Program Individuals who are interested in obtaining a Certificate in Business Foundations should apply to the Hayworth School as a non-degree student.

Admission Requirements

To be considered for admission as a non-degree student in the business certificate program, an applicant must submit:

- A completed application form, including the application fee.
- Official transcript(s) of all post-secondary academic course work.

Certificate Requirements

This is a 24 credit hour certificate program requiring 15 hours of courses in the business disciplines and 9 hour in related courses. To obtain the certificate, a student must complete the courses with a grade point average of 2.5 with no grade below C-. Up to 6 hours on non-business courses may be accepted as transfer credit. All BUSN courses must be taken at Queens University of Charlotte.

The following courses are required for the certificate:
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 360 Corporate Finance
ECON 203 Macroeconomics
ECON 204 Microeconomics
MATH 106 Introductory Statistics

Academic Policies

Undergraduate academic policies apply to all undergraduate students whether they are degree or non-degree students.

James L. Knight School of Communication

The James L. Knight School of Communication prepares consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve.

The Knight School of Communication offers two majors leading to the Bachelor of Arts degree: Communication and Journalism and Digital Media. Majors in the Knight School provide students with a solid liberal arts education, enabling them to become better consumers, critics, and creators of communication in a variety of settings.

The Knight School of Communication's variety of minors allows students to supplement their major studies with a minor in the communication field. Students from all disciplines are invited to minor in organizational communication, sports communication, journalism, or media studies and popular culture.

Admission to the Knight School of Communication
Students wishing to major in Communication or Journalism and Digital Media must apply to the Knight School of Communication. Applications are available online and through the Knight School of Communication Dean's office. The Knight School of Communication's Student Qualifications Committee reviews applications to the majors and approves students for the majors.

Continued progress in Knight School of Communication major programs requires a minimum GPA of 2.2 with no grades below C- in the foundation courses.

Evening Programs
The Knight School of Communication offers all requirements for the major in Communication in the evening, on weekends or online, including many of the elective course options. Students who can also take daytime classes will have a wider choice of electives. The minor in organizational communication can also be completed by taking classes in the evenings, on weekends or online.

Communication Major

Communication majors choose to focus their studies through courses in organizational, interpersonal, intercultural, sports, health and mass communication. Each of these areas of communication is supported by advanced coursework that combines theory and practice in a variety of distinct but interrelated communication contexts.

Innovative combinations of communication studies flourish in the communication major as students investigate the development, analysis, and critique of compositions in various media forms; the role of communication within organizations or between organizations and their publics; sports, health and business settings as both industries and sites for communication practices; and the varied roles of interpersonal, intercultural, nonverbal, and gender communication as they play out across public and private contexts. As part of the degree program, students are encouraged to pursue unique research projects that explore creative intersections across the field of communication studies.

Required Hours
The major in Communication requires the completion of at least 44 credit hours.

Communication Major
Foundation (13 hours):
COMM 101 Introduction to Communication Studies
COMM 200 Public Speaking
COMM 202 Writing for Communication (this course meets the university writing-intensive requirement)
COMM 210 Digital Media Production

Theory and Research (6 hours):
COMM 250 Communication Theory
COMM 320 Communication Research

Frameworks (6 hours) selected from:
COMM 305 Organizational Communication
COMM 322 Interpersonal Communication
COMM 326 Health Communication
COMM 327 Intercultural Communication
COMM 343 Mass Communication

COMM 356 Sports Communication

Focus (12 hours) selected from:
COMM 306 Integrated Strategic Communication
COMM 312 Nonverbal Communication
COMM 317 Gender & Communication
COMM 329 Sports Reporting
COMM 325 Global & International Media
COMM 332 Conflict Management
COMM 334 Family Communication
COMM 344 Group Dynamics & Team Building
COMM 345 Communicating across Generations
COMM 346 Middle East Media
COMM 357 Sports Promotion & Publicity
COMM 358 Interpersonal Relations in Sports
COMM 359 Sports: Ethics, Law & Media
COMM 360 Topics in Communication

Capstone (7 hours):
COMM 401 Communication Seminar
COMM 495 Communication Capstone

Journalism and Digital Media Major

The Bachelor of Arts in Journalism and Digital Media is a comprehensive curriculum that includes courses in journalism, digital media production, media studies and criticism, and studies and practices in multimedia, with a focus on community engagement.

As a multimedia program, the degree prepares students to work in a convergent media environment. Students are expected to develop strong basic writing, visualization, and analytical skills and then to become adept at writing and producing for multiple media platforms simultaneously, exhibiting the versatility necessary to succeed in a quickly evolving and growing digital media economy. The goal of the degree program is to provide a broad liberal arts education as well as developing professional skills so that graduates are able to fully exercise the civic responsibilities of journalists, media practitioners, media handlers, and media theorists for the lively functioning of democratic institutions. Students are encouraged to choose a minor emphasis in another discipline that will help them fulfill the important role of information provider in today's global, technological and information-based society.

Required Hours
The major in Journalism and Digital Media requires the completion of at least 48 credit hours.

Journalism and Digital Media Major Requirements

Foundation (11 credit hours):
COMM 204 News Writing and Reporting *(this course meets the university writing-intensive requirement)*
COMM 210 Digital Media Production
COMM 218 Mass Communication Theory
COMM 313 Community Media Ecosystems

Journalism Focus (12 credit hours) selected from:
COMM 219 Principles and History of Journalism
COMM 314 Multimedia Writing and Reporting
COMM 315 Layout and Design
COMM 316 Community Journalism and Public Affairs
COMM 318 Photojournalism
COMM 319 Multimedia Storytelling
COMM 405 Journalism and Media Innovation

Digital Media Focus (12 credit hours) selected from:
ART 319 Interactive and Web Design
ART 321 Digital Experience
ART 356 Information Design
ART 357 Game Design
COMM 321 Audio Production
COMM 323 Serious Games and Mobile Media
COMM 370 Advanced Digital Media Production
COMM 410 Media Industry Workshop

Contexts (9 credit hours) selected from: COMM 324 Studies in New Media
COMM 325 Global and International Media
COMM 328 Video Game Studies
COMM 346 Middle East Media
COMM 348 Communication and Popular Culture
COMM 364 Media Law and Ethics
COMM 401 Communication Seminar

Capstone (4 credit hours):
COMM 495 Communication Capstone

Minors

JOURNALISM
Foundation (12 credit hours) the following courses are required:
COMM 204 News Writing and Reporting
COMM 219 Principles and History of Journalism
COMM 314 Multimedia Writing and Reporting
COMM 364 Media Law and Ethics

Contexts (6 credit hours) choose 2 courses from:
COMM 210 Digital Media Production
COMM 315 Layout and Design
COMM 316 Community Journalism and Public Affairs
COMM 318 Photojournalism
COMM 319 Multimedia Storytelling
COMM 321 Audio Production
COMM 405 Journalism and Media Innovation
Total: 18 Hrs.

MEDIA STUDIES & POPULAR CULTURE
Foundation (3 credit hours) the following course is required:
COMM 111 Introduction to Media Studies

Frameworks (6 credit hours) choose 2 courses from:
COMM 231 Film Studies
COMM 233 Television Studies
COMM 324 Studies in New Media
COMM 328 Video Games Studies
COMM 348 Communication and American Popular Culture

Contexts* (9 credit hours) choose 3 courses from:
COMM 210 Digital Media Production
COMM 219 Principles and History of Journalism
COMM 325 Global and International Media
COMM 343 Mass Communication
COMM 346 Middle East Media
COMM 364 Media Law and Ethics
COMM 401 Communication Seminar (with media studies related title)
ENGL 351 Literature and Film
ENGL 355 Special Studies in Literature
HIST 289 Seminar in US History
MUSC 200 From Jazz to Rock 'n' Roll
MUSC 207 Music in America
PHIL 240 Philosophy through Film

*Courses not used to satisfy the Frameworks requirement can be substituted in Contexts. Additional substitutions may be approved with permission of Knight School advisor.
Total: 18 Hrs.

ORGANIZATIONAL COMMUNICATION MINOR
COMM 101 Introduction to Communication Studies
COMM 217 Business Communication *
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication

Plus choose 2 courses (6 hours) from:
COMM 317 Gender Communication
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 332 Conflict Management
COMM 335 Persuasion
COMM 344 Group Dynamics & Team Building
COMM 357 Sports Promotion & Publicity
COMM 401 Communication Seminar (with organizational-related title)
Total: 18 Hrs.

**NOTE: COMM 217 may be a major requirement for some students, and cannot be applied to both a major and the Organizational Communication minor. Students whose major requires COMM 217 and who choose a minor in Organizational Communication must select an alternate course from the above list to reach the required 18 hours for the minor.*

SPORTS COMMUNICATION MINOR
COMM 101 Introduction to Communication Studies
COMM 356 Sports Communication
COMM 357 Sports Promotion & Publicity
COMM 358 Interpersonal Relations in Sport
COMM 359 Sports: Ethics, Law & Media

Plus choose 1 course (3 hours) from the following:
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication
COMM 327 Intercultural Communication
COMM 335 Persuasion
COMM 401 Communication Seminar (with sports-related title)
Total: 18 Hrs.

ANDREW BLAIR COLLEGE of HEALTH

The Blair College of Health includes the Human Service Studies Department, the Kinesiology Department and the Presbyterian School of Nursing, and offers the following undergraduate majors:

Human Service Studies Department
- Human Service Studies (BA)

Kinesiology Department
- Allied Health (BS)
- Exercise and Sport Sciences (BS)
- Interdisciplinary Health Services (BS)
- Sport Management (BS)

Presbyterian School of Nursing
- Nursing (BSN)

HUMAN SERVICE STUDIES DEPARTMENT

The Human Service Studies Department offers a major and a minor in Human Service Studies.

The National Organization for Human Services defines Human Services as a field which seeks *"to meet human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery."*

Students will study the social systems and conditions which affect the need for services, and gain skills in working both directly with individuals and groups, as well as advocating for policy change and social justice.

Each student enrolled in the Human Service Studies major at Queens is also required to participate in professional internships and complete a capstone project with a human services agency in the Charlotte community as approved by the major advisor. This essential component of the major will enable students to make strong connections between theory and practice as well as study and work.

Careers
A major in Human Service Studies provides the basis for graduate study in the areas of social work, counseling, school guidance, family therapy and other service related fields. Students with a bachelor's level degree in Human Service Studies are prepared for professional and paraprofessional careers providing direct social services to clients and advocacy for clients in the areas of basic needs, services, mental and physical health and applied research.

Human Service Studies Major

Evening Programs
All courses required for the Human Service Studies major and the Human Service Studies minor are available in the evening, on weekends, or online.

Degree
The major in Human Service Studies leads to the Bachelor of Arts degree.

Requirements
A minimum of 40 credit hours are required for the degree. Requirements for the Human Service Studies major are:

Core Requirements: (28 credit hours)
HSS 101 Introduction to Human Service Studies
HSS 301 Writing for Human Service
HSS 306 or SOCI 307 Social Research Methods *
HSS 306L or SOCI 307L Social Research Methods Lab *
HSS 318 Working with Individuals in Need
HSS 322 Generalist Case Management
HSS 338 Cross-Cultural Issuesin Human Service Studies
HSS 342 Ethical Issues in Human Service Studies
HSS 400 Senior Seminar in Human Service Studies
MATH 106 Introductory Statistics
INTE 496 Professional Internship (3 hrs, Hayworth students only)

* PSYC 306 and 306L may be substituted for HSS 306 and 306L with permission of advisor.

Plus choose four additional courses (12 credit hours) from the following:
HSS 330 Leading Psychoeducational Groups
HSS 345 Play Therapy
HSS 351 Parenting in Contemporary Society
HSS 352 Topics in Human Service Studies**
HSS 370 Program Evaluations & Outcomes
HSS 380 Administration of Non-Profit Agencies
HSS 390 Forgiveness: Theory, Research & Practice (may also be taken as PSYC 390)***
SOCI 250 Social Issues and Problems
PSYC 320 Developmental Psychology***
PSYC 304 Abnormal Psychology***

**May be repeated with approval of advisor
*** For students in the Hayworth School Program, these courses may fulfill General Education foundation requirements in Area IV: Social and Behavioral Sciences.

MINORS

HUMAN SERVICE STUDIES MINOR

HSS101 Introduction to Human Service Studies

Plus four of the following courses (12-13 credit hours):
HSS 301 Writing for Human Service
HSS 318 Working with Individuals in Need
HSS 322 Generalist Case Management
HSS 330 Leading Psychoeducational Groups
HSS 338 Cross-Cultural Issues in Human Service Studies
HSS 342 Ethical Issues in Human Service Studies
HSS 345 Play Therapy
HSS 351 Parenting in Contemporary Society
HSS 352 Topics in Human Service Studies**
HSS 370 Program Evaluations and Outcomes
HSS 380 Administration of Non-Profit Agencies
HSS/PSYC 390 Forgiveness: Theory, Research and Practice
HSS 400 Senior Seminar in Human Service Studies
SOCI 250 Social Issues and Problems

**May be repeated with approval of advisor

Kinesiology Department

Kinesiology is an integrative science focusing on multi-dimensional study and application of physical activity, health and wellness, human movement, exercise, performance, and sport. The Kinesiology Department provides educational opportunities within a liberal arts environment.

The Kinesiology Department also offers physical education courses for undergraduates that encourage students to develop movement awareness and physical skill development. All students are empowered to sustain consistent, lifelong physical activity as a foundation for healthy, productive, and fulfilling lives.

Physical Education Requirement

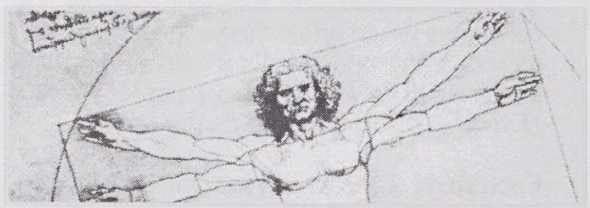
The physical education requirement may be met by successfully completing any two physical education (PHED) courses, which are graded on a pass/no record basis. Participation in collegiate sports does not satisfy the physical education graduation requirement.

Careers

Students graduating with a major from the Kinesiology Department will have an array of opportunities in sports or health-related fields. Graduates may pursue graduate school, or seek careers in areas such as physical therapy, occupational therapy, speech therapy, cardiac and/or exercise rehabilitation, fitness and wellness, strength and conditioning, coaching, pharmaceutical sales, public health, health agencies or departments, sport/athletic administration, sport physiology, sport psychology, sport sociology, sport management, or sport marketing.

Majors

The Kinesiology Department offers four majors: Allied Health, Exercise and Sport Sciences, Interdisciplinary Health Services, and Sport Management.



Degree
The majors in Allied Health, Exercise and Sport Sciences, Interdisciplinary Health Services, and Sport Management all lead to a Bachelor of Science (BS) degree.

Allied Health Major (BS)

The major in Allied Health prepares students for graduate study in a variety of areas such as physical therapy, occupational therapy, physician assistant, or the exercise sciences, as well as for careers in related health areas. Allied Health professions are support professions that work together to assist in the delivery of health services. This undergraduate program emphasizes a comprehensive foundation in the physical sciences to assist students seeking graduate education leading to careers in physical therapy, occupational therapy, or other associated health occupations.

Degree: The major in Allied Health leads to a Bachelor of Science degree.

Writing Intensive Requirement
The writing-intensive course requirement is met with HLTH 320 Introduction to Allied Health.

Requirements: Students are required to complete at least 59 hours in the major.

Requirements for the major in Allied Health are:
Core Requirements
BIOL 208 Principles of Biology I
BIOL 209 Principles of Biology II
BIOL 213 Human Anatomy & Physiology I w/ lab
BIOL 214 Human Anatomy & Physiology II w/ lab
CHEM 111 Chemistry Principles I
CHEM 111L Chemistry Principles I Lab
CHEM 112 Chemistry Principles II
CHEM 112L Chemistry Principles II Lab
HLTH 320 Introduction to Allied Health
HLTH 488 Ind Study in Allied Health (1-6 hrs.)
INTE 297, 498, & 499 Internships (in Allied Health) (6 hrs. total)

PSYC 320 Developmental Psychology
Plus 3 credit hours in HLTH courses chosen from:
HLTH 300 Introduction to Epidemiology
HLTH 328 Structure and Function US Healthcare

Additional electives should be carefully selected so the student has met the university's requirement of at least 36 credit hours at the 300-400 level.

Students are encouraged to complete a minor in one of the following: Human Service Studies, Chemistry, Biological Sciences, Psychology I or II, Sociology, or Business Administration

Students wishing to pursue advanced studies must take in consideration the admission requirements of those degree granting universities. Students have the opportunity to tailor their course work to assist in satisfying admission requirements.

Exercise and Sport Sciences Major (BS)

The major in Exercise and Sport Sciences is the application of scientific principles to better understand and improve the outcomes of exercise and sport performance. The liberal arts curriculum ensures a holistic foundation for students interested in the scientific aspects of exercise and sport.

An interdisciplinary field of study, students are prepared to examine human movement from the perspective of a performer (e.g., gymnast, soccer athlete, runner, etc.), practitioner (e.g., fitness leader, exercise rehabilitation specialist, coach, etc.), and scientist. Graduates may find employment opportunities in fitness and wellness (corporate, hospital, university), cardiac rehabilitation, strength and conditioning instruction, and coaching, or may pursue further advanced study in physical therapy, sports (i.e., sport psychology, sport physiology, sport sociology), or exercise (exercise physiology).

Degree: The major in Exercise and Sport Sciences leads to a Bachelor of Science degree.

Requirements: Students are required to complete 58 hours in the major.

Writing Intensive Requirement
The writing-intensive course requirement is met with KINS 466 Legal Issues in Sport

Exercise and Sport Sciences Major Requirements

BIOL 213 Human Anatomy & Physiology I w/ lab
BIOL 214 Human Anatomy & Physiology II w/ lab
CHEM 111 Chemistry Principles I
CHEM 111L Chemistry Principles I Lab
INTE 297, 498, & 499 Internships
(in Exercise and Sport Sciences) (6 hrs. total)
KINS 220 Found of Exercise & Sport Sciences
KINS 432 Exercise and Sport Physiology
KINS 446 Nutrition for Exercise and Sport
KINS 450 Exercise and Sport Psychology
KINS 466 Legal Issues in Sport
KINS 472 Senior Seminar in Exercise & Sport Sciences
MATH 106 Introductory Statistics
PHYS 101 General Physics
PSYC 201 General Psychology
PSYC 303 Social Psychology
or PSYC 320 Developmental Psychology

Plus, 9 hours of KINS courses chosen from the following:

KINS 340 Sport History
KINS 346 Fitness Training Principles & App
KINS 452 Sport in Cinema and Television
KINS 460 Sport Governance & Administration
KINS 470 Sport Sociology
KINS 489 Independent Study in Exercise & Sport Sciences (1-6 hrs.)

Students are encouraged to complete a minor in one of the following: Business Administration, Sociology, or Psychology

Students wishing to pursue advanced studies must take in consideration the admission requirements of those degree granting universities. Students have the opportunity to tailor their course work to assist in satisfying admission requirements.

Interdisciplinary Health Services Major (BS)

The major in Interdisciplinary Health Services (IHS) is an innovative program designed to prepare students for non-clinical careers in health education and promotion, health services management, and health-related research. Due to the interdisciplinary nature of the Queens IHS major, this unique program provides a comprehensive foundation in sciences, public health, the health care system, health issues, sociocultural influences on health promotion, health behavior and management, nutrition, mental health, epidemiology, legal and ethical issues.

This distinctive major provides students with the flexibility to design an individual program of study based upon interests and career goals and to complete the prerequisites needed for advanced study in medical and health-related fields. Students receive preparation for an extensive range of health care positions in a variety of settings, including public, private, for-profit and not-for-profit organizations.

Graduates may seek employment in health care organizations, health insurance, marketing and public relations, pharmaceuticals, health communication and media, community healthcare organizations, worksite wellness, research facilities, policy and government, state and county health departments, physician offices and clinics, health care recruiting, disability claim management, and healthcare advocacy. Many graduates continue to clinical or graduate school to study health-associated fields such as occupational therapy, speech therapy, physician assistant, pharmacy, public health, business administration and communication.

Degree: The major in Interdisciplinary Health Services leads to a Bachelor of Science degree.

Writing Intensive Requirement
The writing-intensive course requirement is met with HLTH 300 Introduction to Epidemiology

Requirements: Students are required to complete 51-55 hours in the major.

Interdisciplinary Health Services Requirements for the Major:
BIOL 120 Microbiology for Health Professions
BIOL 213 Human Anatomy & Physiology I w/ lab
BIOL 214 Human Anatomy & Physiology II w/ lab
CHEM 101 General Chemistry & CHEM 101L
Gen Chemistry 1 Lab or High School Chemistry
HLTH 200 Introduction to Public Health
HLTH 300 Introduction to Epidemiology
HLTH 328 Structure and Function US Healthcare
HLTH 489 Independent Study in Interdisciplinary Health Services (1-6 hrs.)
HSS 101 Introduction to Human Service Studies
INTE 297, 498, & 499 Internships
(in Interdisciplinary Health Services) (6 hrs. total)
KINS 346 Fitness Training Principles & App
MATH 106 Introductory Statistics
NURS 205 Nutrition
PHYS 101 General Physics
PSYC 201 General Psychology
PSYC 320 Developmental Psychology

Students are encouraged to complete a minor in one of the following: Human Services Studies, Chemistry, Biological Sciences, Psychology I or II, Sociology, or Business Administration

Additional electives should be carefully selected so the student has met the university's requirement of at least 36 credit hours at the 300-400 level.

Students wishing to pursue advanced studies must take in consideration the admission requirements of those degree granting universities. Students have the opportunity to tailor their course work to assist in satisfying admission requirements.

Sport Management Major (BS)

The major in Sport Management prepares students for a variety of exciting sport-related careers. Students learn to plan, organize, establish, lead, and appraise within an organization or sector whose primary product and/or service is connected to sport. The curriculum examines all levels of sport: youth, high school, collegiate, amateur, and professional.

Students are prepared for entry-level sport management career opportunities and further study at the graduate level. An emphasis of this Queens major is to become an effective leader positively influencing others through sport and sport-related programming. The career opportunities within sport management are essentially limitless and include, but are not limited to, athletic director, sports marketing director, private facility management, promotions coordinator, sporting goods, media relations, sales and event management. The Liberal Arts curriculum ensures a holistic foundation for students interested in the management aspects of sport.

Degree: The major in Sport Management leads to a Bachelor of Science degree.

Requirements: Students are required to complete 55 credit hours in the major.

Writing Intensive Requirement
The writing-intensive course requirement is met with KINS 466 Legal Issues in Sport.

Sport Management Major Requirements
Core Requirements
ACCT 207 Financial Accounting
BUSN 340 Principles of Marketing
COMM 101 Intro to Communication Studies
COMM 356 Sports: Communication & Culture
COMM 357 Sports: Promotion & Publicity
INTE 297, 498, & 499 Internships
(in Sport Management) (6 hrs. total)
KINS 210 Introduction to Sport Management
KINS 360 Sport Marketing & Sales
KINS 420 Policy and Ethical Issues in Sport
KINS 460 Sport Governance and Administration
KINS 462 Sport Event & Facility Management
KINS 464 Sport Finance & Economics
KINS 466 Legal Issues in Sport
KINS 474 Senior Seminar in Sport Management

Plus 10 credit hours of elective courses chosen from the following prefixes: KINS, COMM, BUSN, ACCT, ECON, or other courses with prior approval of the major advisor.

Students are encouraged to complete a minor in one of the following: Business Administration or Sports Communication

Students wishing to pursue advanced studies must take in consideration the admission requirements of those degree granting universities. Students have the opportunity to tailor their course work to assist in satisfying admission requirements.

Minors

EXERCISE AND SPORT SCIENCES MINOR
KINS 220 Found of Exercise & Sport Sciences
KINS 432 Exercise & Sport Physiology
KINS 446 Nutrition for Exercise & Sport
KINS 450 Exercise & Sport Psychology

Plus one of the following:
KINS 340 Sport History
KINS 346 Fitness Training Principles & Applications
KINS 452 Sport in Cinema & Television
KINS 460 Sport Governance & Administration
KINS 466 Legal Issues in Sport
KINS 470 Sport Sociology
Total credit hours: 15

HEALTH SCIENCES MINOR
(Interdisciplinary minor housed in the College of Health)
MATH 106 Introductory Statistics

Plus choose two courses from the following (a total of at least 8 credit hours):
BIOL 120 Microbiology for Health Professions
BIOL 213 Anatomy and Physiology I
BIOL 214 Anatomy and Physiology II

Plus choose two courses from the following (a total of at least 6 credit hours):
ANTH 201 Cultural Anthropology
PSYC 201 General Psychology
PSYC 320 Developmental Psychology
SOCI 203 Principles of Sociology

PUBLIC HEALTH MINOR
(Interdisciplinary minor housed in the College of Health)
Required courses:
HLTH 200 Introduction to Public Health
HLTH 300 Introduction to Epidemiology
ENVR 220 Data Analysis for Natural Science

Plus 3 courses:
two courses chosen from either Group A Natural Sciences or Group B Human Sciences, and one course chosen from Group C.

*Caution: The selection of Group A or Group B may be affected by the student's major (See **Double Dipping Policy**)*

Group A: Natural Sciences*
**General Education Requirements must be satisfied (BIOL 100 and/or BIOL 120)*
BIOL120 Microbiology for Health Professions
BIOL 213/214 Anatomy and Physiology I and II *
BIOL 304 Ecology (and Lab)
BIOL 313/314 Anatomy and Physiology I and II *
BIOL 322 Introduction to Immunology
BIOL 401 Comparative Physiology (and Lab)
BIOL 402 Genetics (& Lab)
CHEM 101 General Chemistry & CHEM 101L Lab
CHEM 303 Organic Chemistry I & CHEM 303L Lab CHEM 401 Biochemistry and CHEM 401 Lab
ENVR101 Environmental Science (& Lab)
NURS 105 Medical Terminology

* *these two courses must be taken sequentially*

Group B: Human Sciences
HSS 101 Introduction to Community Services
HSS 338 Cross Cultural Issues in HCSV
HSS 370 Program Eval & Outcomes Non Profit
HLTH 328 Structure & Function US Healthcare
NURS 205 Nutrition
NURS 432 Health, Healing and Wholeness
NURS 360 Topics in Nursing
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology
PSYC 404 Child/Adolescent Psychopathology
SOCI 303 Social Psychology
SOCI 305 Urban Sociology
SOCI 316 Women in Society

Group C: Related Topics
ENVR 320 Environmental Economics
ENVR 325 Environmental Philosophy
or PHIL325 Environmental Philosophy
PHIL 305 Medical Ethics
POLS 240 Intro to Public Policy Analysis
POLS 340 Environmental Politics
POLS320 Ethnic, Minority & Gender Politics
SOCI 340 Social Inequality
SOCI 345 Racial & Ethnic Minorities
SPAN 103 Spanish for Health Professionals
SPAN 270 Intermediate Topics in Spanish
Total: Minimum of 19 Hrs

SPORT MANAGEMENT MINOR
KINS 210 Introduction to Sport Management
KINS 420 Policy and Ethical Issues in Sport
KINS 460 Sport Governance and Administration
KINS 462 Sport Event and Facility Management

Plus one of the following:
KINS 360 Sport Marketing & Sales
KINS 464 Sport Finance and Economics
KINS 466 Legal Issues in Sport
Total credit hours: 15

SPORT STUDIES MINOR
KINS 340 Sport History
KINS 450 Exercise and Sport Psychology
KINS 452 Sport in Cinema & Television
KINS 460 Sport Governance and Administration
KINS 466 Legal Issues in Sport
KINS 470 Sport Sociology
Total credit hours: 15

The Presbyterian School of Nursing

The Presbyterian School of Nursing offers a major in nursing leading to the Bachelor of Science in Nursing degree and a Master of Science in Nursing program (*see **MSN Program***).

The Bachelor of Science in Nursing Degree
The Bachelor of Science in Nursing (BSN) program provides a learning environment in which the individual can develop a personal and professional value system. The BSN curriculum is built upon a strong liberal arts foundation that includes study in the arts and sciences. At Queens, this foundation is achieved through general education courses, the Core Program for traditional undergraduate students, and foundation requirements for Hayworth students. High priority is given to academic excellence and clinical experience.

There are three tracks available to students: the traditional pre-licensure; accelerated pre-licensure and RN-BSN.

Major emphasis for pre-licensure tracks is placed on clinical nursing practice in Combination with classroom and laboratory instruction. All graduates are prepared
to practice professional nursing in a generalist role. The RN-BSN track at Queens offers a curriculum designed to facilitate career advancement while meeting the diverse learning needs of Registered Nurses who have completed an associate degree or diploma program in nursing. The curriculum also prepares students for graduate studies in nursing. Pre-licensure graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Traditional Pre-Licensure Track

The traditional four-year baccalaureate degree track is a full-time, upper division, pre-licensure pathway to the BSN degree. This track is designed for students who may or may not have previous degrees. Following selection through a competitive admission process, students complete the upper division coursework in 4 academic semesters. All students in this track pay the Comprehensive Tuition rate.

Admission Information
Admission to Queens does not guarantee admission to the nursing major. Acceptance to the nursing major is competitive and selective. Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose academic history indicates a strong likelihood for success in the bachelor degree curriculum. Queens selects the best qualified candidates from those completing
the application process and meeting the minimum admission requirements. Applicants are encouraged to complete the application process well in advance of the respective deadline.

Applications that are incomplete or not received by the deadline are not reviewed.

Admission Requirements*
- Students may apply to the upper division BSN major after being fully admitted into Queens University of Charlotte through either Hayworth School of Graduate and Continuing Studies or the Traditional Undergraduate Program.
- A complete application to the nursing major.
- A minimum 3.0 cumulative GPA on all previous course work and in prerequisites. ENGL 110, ENGL 120 and CHEM 101 are not factored in pre-requisite GPA calculation.
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment).
- No more than two prerequisite courses may be in progress at the time of application submission.
- Only one of the two courses in progress may be a science course.
- All prerequisites must be completed prior to the first day of nursing classes.
- Applicants must have a minimum of 45 semester hours completed toward the degree prior to application submission.
- Upon admission students will be required to submit various items such as a physical exam, TB test, and current immunizations, and urine drug screen.

Students are also required to submit criminal background checks, finger prints for FBI screening, and drug screens among other required documentation. Fingerprint screening and criminal background checks could reveal any prior criminal history. Clinical facilities review compliance materials and grant approval for students to complete requirements at their facility. Positive results could result in the inability to be placed in a clinical facility and prohibit completion of the program. Forms and

instructions will be provided

.

- Students who were previously enrolled in any registered nursing program must submit the following:
  - Official and updated transcripts from the program
  - Documentation including the dates of enrollment, name and location of the program, and academic standing at the time enrollment ended in that program
  - An explanation of why the program was not completed

- Students must meet all technical standards as stated in the ***PSON Student Handbook*** prior to enrollment

*Updates and revisions to admissions requirements will be posted on the Bachelor of Science Admissions website.

Nursing Specific Policies and Procedures Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students.

Grading
Please see the current edition of the ***PSON Student Handbook*** for details and grading scale. A final grade of "Unsatisfactory" in the clinical component of any nursing course automatically results in a course grade of F.

Degree Requirements
Candidates for the Bachelor of Science in Nursing degree are required to fulfill all university graduation requirements as well as the requirements for the Nursing major.

Requirements for the Nursing Major for pre-licensure students are:

Prerequisite courses to the major with credit hours:
BIOL 120 Microbiology for Health Professions (with lab) (4)
BIOL 213 Human Anatomy & Physiology I (with lab) (4)
BIOL 214 Human Anatomy & Physiology II (with lab) (4)
CHEM 101 General Chemistry I (with lab) or High School Chemistry
ENGL 110 Composition
ENGL 120 Composition II
MATH 106 Introductory Statistics (3)
NURS 205 Nutrition (3)
PSYC 201 General Psychology (3)
PSYC 320 Developmental Psychology (3)
SOCI 203 Principles of Sociology (3) or ANTH 201 Cultural Anthropology (3)

Nursing major requirements for pre-licensure students:
NURS 301 Health Assessment across the Lifespan (4)
NURS 305 Pathophysiology (3)
NURS 307 Concepts of Mental Health Nursing (3)
NURS 309 Pharmacological Interventions (3)
NURS 370 Concepts of Professional Nursing (3)
NURS 375 Health Informatics (3)
NURS 391 The Art & Science of Nursing I (6)
NURS 396 The Art & Science of Nursing II (6)
NURS 470 Gerontological Nursing (3)
NURS 474 Research and Evidence (3)
NURS 475 Leadership Development (3)
NURS 491 The Art & Science of Nursing III (6)
NURS 495 The Art & Science of Nursing IV (7)
NURS 496 The Art & Science of Nursing V (4)
NURS 497 The Art & Science of Nursing VI (1)
Total program nursing major requirements: 58 hrs

Accelerated Pre-Licensure Track

The Accelerated Bachelor of Science in Nursing (ABSN) track offers adult students who already hold a bachelor's degree the opportunity to complete the BSN curriculum in 3 consecutive semesters, beginning in May each year. Students in the ABSN track are admitted to Queens through Hayworth School of Graduate and Continuing Studies.

Admission Information
Applications are accepted for full time enrollment and with a summer admission only. The track is completed in three consecutive semesters. Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose academic history indicates a strong likelihood for success in the bachelor degree curriculum. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements. Applicants are encouraged to complete the application process well in advance of the respective deadline. Generally, applications that are incomplete or not received by the deadline are not reviewed.

Admission Requirements*

- A bachelor's degree from a regionally accredited college or university
- A minimum 3.0 cumulative GPA on all previous course work and in course prerequisites. *(ENGL110, ENGL 120, and CHEM 101 are not factored in prerequisite GPA calculations)*
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment).
- No more than two prerequisite courses may be in progress at the time of application. Only one of two prerequisite courses in progress may be a science course.
- Upon admission students will be required to submit various items such as a physical exam, TB test, and current immunizations, and urine drug screen. Students are also required to submit criminal background checks, finger prints for FBI screening, and drug screens among other required documentation. Fingerprint screening and criminal background checks could reveal any prior criminal history. Clinical facilities review compliance materials and grant approval for students to complete requirements at their facility. Positive results could result in the inability to be placed in a clinical facility and prohibit completion of the program. Forms and instructions will be provided.
- Students who were previously enrolled in any registered nursing program must submit the following:
    - Official and updated transcripts from the program
    - Documentation including the dates of enrollment, name and location of the program, and academic standing at the time enrollment ended in that program
    - An explanation of why the program was not completed
- Students must meet all technical standards as stated in the ***PSON Student Handbook*** prior to enrollment.

*Admission requirements are currently under review. Revisions will be posted on the Bachelor of Science Admissions website.

Nursing Specific Policies and Procedures
Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students.

Grading
Please see the current edition of the ***PSON Student Handbook*** for details and grading scale. A final grade of "Unsatisfactory" in the clinical component of any nursing course automatically results in a course grade of F.

Degree Requirements
A student who has earned a bachelor's degree from an accredited university and who has been admitted to pursue a second bachelor's degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree.

Requirements for the Nursing Major for pre-licensure students are:

Prerequisite courses to the major with credit hours:
BIOL 120 Microbiology for Health Professions (with lab) (4)
BIOL 213 Human Anatomy & Physiology I (with lab) (4)
BIOL 214 Human Anatomy & Physiology II (with lab) (4)
CHEM 101 General Chemistry I (with lab) or High School Chemistry
ENGL 110 Composition I
ENGL 120 Composition II
MATH 106 Introductory Statistics (3)
NURS 205 Nutrition (3)
PSYC 201 General Psychology (3)
PSYC 320 Developmental Psychology (3)
SOCI 203 Principles of Sociology (3) or ANTH 201 Cultural Anthropology (3)

Nursing major requirements for pre-licensure students:
NURS 301 Health Assessment across the Lifespan (4)
NURS 305 Pathophysiology (3)
NURS 307 Concepts of Mental Health Nursing (3)
NURS 309 Pharmacological Interventions (3)
NURS 370 Concepts of Professional Nursing (3)
NURS 375 Health Informatics (3)
NURS 391 The Art & Science of Nursing I (6)
NURS 396 The Art & Science of Nursing II (6)
NURS 470 Gerontological Nursing (3)
NURS 474 Research and Evidence (3)
NURS 475 Leadership Development (3)
NURS 491 The Art & Science of Nursing III (6)
NURS 495 The Art & Science of Nursing IV (7)

NURS 496 The Art & Science of Nursing V (4)
NURS 497 The Art & Science of Nursing VI (1)

Total program nursing major requirements: 58 hrs

RN- BSN Track

The RN-BSN track at Queens offers a curriculum designed to facilitate career advancement while meeting the diverse learning needs of Registered Nurses who have completed an associate degree or diploma program in nursing. The length of the program will vary, depending upon prior academic preparation and individual course plans. Students in the RN-BSN track are admitted to Queens through Hayworth School of Graduate and Continuing Studies

Admission Information
Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose credentials indicate a strong likelihood for success in the bachelor degree curriculum. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements.

Admission to the RN-BSN Track is a two-step process. The first step is to apply to Queens through the Hayworth School of Graduate and Continuing Studies (see Hayworth Admissions). Applicants may complete remaining course prerequisites and degree requirements through Hayworth School of Graduate and Continuing Studies. The second step is to apply to the RN-BSN Track. Applicants may contact Admissions with questions about the application process.

Prior to enrollment in nursing courses, RN-BSN students are required to meet all compliance criteria as detailed in the **PSON Student Handbook**..

RN-BSN Track Admission Requirements*

- Admission to Queens through Hayworth School of Graduate and Continuing Studies
- A minimum 2.5 cumulative GPA on all previous course work and in course prerequisites.
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment)
- May have no more than 2 prerequisite or general education courses outstanding at time of application
- Evidence of a current unrestricted license to practice as a registered nurse in the state in which you will complete any practice requirements of the program.

*Admission requirements are currently under review. Revisions will be posted on the Bachelor of Science Admissions website.

Transfer Credit
See the Hayworth School of Graduate and Continuing Studies "Evaluation of Transfer Credit" policy.

Nursing Specific Policies and Procedures
Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students.

Grading
Please see the current edition of the ***PSON Student Handbook*** for details and grading scale.

Degree Requirements, Including General Education Requirements
RN-BSN track candidates for the BSN degree must meet all Hayworth School of Graduate and Continuing Studies degree requirements as well as the requirements for the Nursing Major. Several of the nursing pre- requisites also meet Hayworth requirements. The number of courses each student is required to take is dependent on the student's previous academic achievement. For lists of courses meeting these requirements see Hayworth School of Graduate and Continuing Studies General Education requirements. Depending on the number of hours transferred, electives may be needed in order to achieve the required 120 credit hours for the degree.

Requirements for the RN-BSN Track:

The RN-BSN curriculum is currently under review. Revisions will be posted on the RN-BSN website following faculty approval.

Prerequisite courses for the track with credit hours:
ENGL 110 Composition I (3)
ENGL 120 Composition II (3)
BIOL 120 Microbiology for Health Professions (with lab) (4)
BIOL 213 Human Anatomy & Physiology I (with lab) (4)

BIOL 214 Human Anatomy & Physiology II (with lab) (4)
MATH 106 Introductory Statistics (3)
PSYC 201 General Psychology (3)
PSYC 320 Developmental Psychology (3)
SOCI 203 Principles of Sociology (3)
or ANTH 201 Cultural Anthropology (3)

Nursing major courses for RN-BSN students must be taken in the following sequence:
NURN 301 Health Assessment Across Lifespan (4)
NURN 310 Nursing: A Practice Discipline (3)
NURN 474 Research and Evidence (3)
NURN 470 Gerontological Nursing (3)
NURN 375 Health Informatics (3)
NURN 475 Leadership Development (3)
NURN 402 Public Health and Community Health Nursing (4)
NURN 454 Nursing Perspectives (3)
NURN 442 RN-BSN Synthesis (4)

Total program nursing major requirements: 30 Hrs

*Upon completion of NURN 310 as validation, RNs will be awarded 36 credits toward the degree for previous academic work.

Residency Requirement
Normally a student earning their first baccalaureate degree must complete at least 45 credit hours for the degree at Queens. However, the residency is reduced to 32 hours for students in the RN-BSN program.

Transition to MSN Graduate Studies

Students enrolled in the RN-BSN track may take three courses (9 credit hours) at the graduate level in place of three courses normally taken at the undergraduate level for the BSN:

- NURS 612 Theoretical Foundations may be substituted for NURN 454 Nursing Perspectives
- NURS 628 Informatics in Health Care may be substituted for NURN 375 Health Informatics
- NURS 632 Research Methods may be substituted for NURN 474 Research and Evidence

These courses may be applied to the MSN program at Queens.

MSN Admission requirements:
See the **MSN** section of the Catalog for current requirements.

Undergraduate Academic Policies

*See also **Student Rights and Responsibilities** and **The Honor Code***

The following policies apply to all undergraduates enrolled in the traditional Undergraduate Program or in the Hayworth School program.

Abandoning a Class
A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class.

Academic Responsibility
While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree.

Academic Advising
To assist the student with this responsibility, each student is assigned an academic advisor. It is the student's responsibility to schedule appointments with his or her academic advisor as often as necessary in order to plan course schedules for each term, and to discuss current academic questions and problems.

Adding a Second Major After Graduation
Queens alumni who wish to return to add a second major may do so by fulfilling only the major requirements as stipulated in the catalog for the year of re-entry to Queens, so long as the second major leads to the same degree already earned.

Auditing Courses
The student receives no credit for an audited course, but the grade "AU" will appear on the student's transcript. Drop/Add and course withdrawal policies apply to audited courses and auditors are expected to attend class regularly. Some courses may be closed to auditors. Regular tuition charges apply. A student in the Traditional Undergraduate Program who is enrolled in 12 to 16 credit hours and maintaining a cumulative grade point average of 3.000 or better may audit a course with the prior approval of the advisor and the Registrar. A Hayworth School student may audit a course with the consent of the dean.

Catalog of Entry
In general, a student must fulfill the degree and major requirements set forth in the Catalog which was current when the student matriculated. Other academic policies amended while a student is enrolled at Queens may well be deemed to apply regardless of the policies stated in the Catalog of entry. Further, curricular exigencies or other circumstances may require the University to modify degree or major requirements from those at entry and that right is reserved. Should a student leave the University and be readmitted, their catalog of entry will change to the catalog in effect at the time of their return.

Class Attendance
In general, students are expected to attend all class sessions. Specific policies are set for each course by individual faculty members and should be printed in the syllabus and announced at the beginning of the term. It is the student's responsibility to know the attendance policy in a particular course.

A faculty member will, if possible, allow a student to make up or complete academic assignments when the student misses class because of illness or for other justifiable reasons. A faculty member will, if possible, allow one additional absence beyond the number normally permitted to a student who misses class while representing the University at official University functions and will, if possible, allow a student to make up missed quizzes or make other arrangements for missed quizzes or tests. It is the student's responsibility to notify the professor of such absences in advance and in writing.

It is expected that a student will only use other absences for legitimate purposes such as personal or family illness or crises. It is a violation of the Honor Code for a student to be untruthful about a class absence. The student is always responsible for notifying faculty of anticipated absences. University offices may not excuse students for class absences. They may, however, notify faculty members upon request when illness or grave circumstances beyond the student's control necessitate a class absence.

Diplomas

Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term and have been cleared by the Student Financial Services Office can receive their diploma after the May commencement ceremony. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the May commencement ceremony.

Course Load

Course load for students admitted to the Traditional Undergraduate Program

The University considers 12-16 hours as a normal full-time course load during fall or spring semesters, but recognizes that some majors or programs could require up to 18 hours in some semesters. Should a student wish to enroll for more than 18 hours, he or she may do so but must have a 3.000 grade point average and permission of his or her advisor. A student who wishes to enroll for more than 18 hours, but does not have at least a 3.000 grade point average, must have the permission of his or her advisor as well as the advisor's department chair. Exceptions for music therapy majors will be made by the director of the music therapy program.

Course load for students admitted to the Hayworth School Program

Adult students attending Queens in the evening while working full time typically carry from six to nine credit hours per term. A student who wishes to take more than 12 hours should consult the academic advisor.

Dean's Lists

Traditional Undergraduate Program: Degree candidates who achieve a term average of 3.500 in at least 12 hours of graded academic work are named to the Dean's List. A student with an incomplete grade will not be considered for the Dean's List. Courses in which the grade of "P" is earned, and courses numbered 099, will not count towards the 12-hour minimum.

Hayworth School Undergraduate Program: An annual Dean's List is also compiled for Hayworth School students. Each spring a Hayworth School Dean's List is compiled naming those Hayworth School undergraduate degree candidates who qualified during the previous calendar year. For this purpose, the year begins in the spring term, and continues through the summer term, and concludes with the fall term. Degree candidates who have no outstanding incomplete grades and who have completed, during this time period, a minimum of 12 hours of college-level credit on a graded basis with a grade point average of 3.500 or better in the hours during this time period, are eligible for the Hayworth School Dean's List.

Double Dipping: Using One Course to Meet Two Requirements

Students may use no more than two courses to satisfy at most two separate graduation requirements each. Proficiency Requirements are exempt from this double dipping policy. *See also related policy under **Minors.***

Dropping or Adding a Course - *See also **Withdrawal and Financial Obligations.***

The drop and add period is limited. The deadline is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Office web site. When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will be required to complete the admission process should they wish to return to the University.

Eligibility to Represent the University

Students who are on academic probation, on social probation for six weeks or longer, or suspended from a class or from the University, are not eligible to represent the University in off campus extracurricular activities, to participate in varsity athletics, to hold campus office or to run for campus office until the probation or sanction is lifted.

Earning Double Majors

A student may double major by completing all requirements in two different majors that lead to the same baccalaureate degree. Departmental restrictions may apply. The student who wishes to double major

should check with his or her advisor.

Earning Dual Degrees Simultaneously
A student may earn two different bachelor degrees simultaneously provided that he or she completes different majors leading to different degrees, and earns at Queens at least 30 additional credit hours beyond the minimum hours required for a single bachelor's degree.

Earning a Second Bachelor Degree
A student who has earned a bachelor's degree from a regionally accredited university and who has been admitted to pursue a second bachelor degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree. The residency requirement for second degree candidates is reduced from 45 credit hours to 31 credit hours. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Grade Point Average
A student's cumulative grade point average at Queens is based solely on academic work at Queens and is not affected by course credit earned at another institution. The grade point average is used to determine eligibility for graduation. It is calculated by dividing the total number of points by the total number of graded credit hours attempted.

Grading
Queens uses the following system of grades and grade point values per credit hour for undergraduate classes:

Grade	Grade Point Value	Interpretation
A	4.000	Superior
A–	3.700	
B+	3.500	
B	3.000	Good
B–	2.700	
C+	2.500	
C	2.000	Satisfactory
C–	1.700	
D+	1.500	
D	1.000	Poor
F	0.000	Fail
P	(0)	Pass
AU	(0)	Audit

W Withdrew – no effect on grade points

I Incomplete "I" is a temporary grade that will become a letter grade upon either completion or the end of the time period for completion. No effect on grade points.

Grade	Grade Point Value	Interpretation

K "K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress. Will be replaced by letter grade upon completion of the second-term of the course. No effect on grade points.

IP In Progress. "IP" is a temporary grade used on a transcript printed before the end of the term and will be replaced by letter grade upon completion of the term. No effect on grade points.

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

Students who believe they have detected an error in the computation or transcription of a grade should

initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

Grades
Students can obtain final course grades on-line through myAccount. Midterm reports are issued to students in the traditional undergraduate program in the fall and spring terms to indicate special difficulties in course work in progress. Only final course grades are permanently recorded.

Pass/No Record
Pass/No Record (P/NR) is a grading system designed to encourage students to explore new areas. The grade of "P" is recorded when a student earns a grade of C- or better in the course. If a student earns a D+, D or F, the "Z" designation is used on the student's grade report, but is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average.

Some courses are designated P/NR for all students. Other courses may not be taken P/NR by any students. A student may take up to two elective courses per academic year, but no more than one course per term, on a P/NR basis. Only elective courses may be taken on a P/NR basis. A course that will meet a specific degree requirement, such as a general education requirement or major requirement, may be taken on a P/NR basis only with special permission.

A student must request the P/NR grade status at registration or during the drop/add period. However, the student who has begun a course with the P/NR grade status can change to a regular graded basis until the date on the term calendar designated "last day to withdraw from a course." The student is responsible for requesting this change in writing from the Registrar's Office prior to this deadline.

Pass/Fail
Pass/Fail is the grading system used for specially designated courses. The grade of "P" is recorded when a student earns a grade of C– or better in the course. An F is recorded when the work is unsatisfactory. "P/F" differs from "P/NR" in that Fs are recorded on the student's permanent academic record, while NRs are not.

Incomplete Status
The grade of Incomplete (I) is given at the discretion of the instructor and only when unusual circumstances make it impossible for the student to complete the course work by the end of the term. The instructor is responsible for completing the appropriate form from the Office of the Registrar. The student is responsible for arranging to complete incomplete work. A grade of "I" received during fall term must be changed to a regular letter grade by the end of the fourth full week of regular classes of spring term; an "I" received during spring term or summer term must be changed to a regular letter grade by the end of the fourth full week of regular classes of fall term. However, a student on academic probation who receives an "I" must complete the course work and receive a regular letter grade at least 72 hours prior to the first day of class for the subsequent term. A grade "I" automatically becomes an "F" if the student fails to make up incomplete work satisfactorily by the above deadlines. Conversion of an "I" to a regular grade may affect financial aid.

The Undergraduate Student Qualifications Committee (U-SQC) will review end-of-term transcripts of students who receive an "I." The U-SQC will regard the Incomplete as grade neutral; therefore, the "I" will not affect the student's grade point average until the "I" is converted to a regular grade. Nor will the "I" impact the potential of academic sanctions resulting from a student's term and/or cumulative grade point average.

Repeated Courses
Some courses are specifically listed "may be repeated for credit." The following policies refer to repeating any other course. If a student fails a course, the student may repeat that course only once, either at Queens, or at another regionally accredited institution with prior approval of the appropriate department chair or dean. The F grade will remain on the student's record. If the course is repeated at Queens, both the F and the second grade will be figured into the student's cumulative grade point average. If a course is repeated at another institution, the credit (but not the grade) will transfer; thus the original F only will be figured into the cumulative average. A student also may elect to repeat a course at Queens in order to demonstrate mastery of the material. In this case, both the original and the second

grade will be figured into the student's grade-point average; no additional credit hours will be awarded. In either case, a course may be repeated only once, either at Queens or at another institution. No more than two courses in the student's major field may be repeated. Tuition is charged for all repeated courses.

Graduation

A student may receive a degree only after meeting all degree requirements.

Graduation Application

It is the student's responsibility to be aware of progress toward the degree and to submit a completed *Application for Graduation* form to the Registrar's Office by the deadline posted on the Registrar's web site. Students should apply on-line through the Registrar's Office web site.

Graduation with Honors

Summa cum laude, magna cum laude, and cum laude honors are awarded by the University for academic excellence. Summa cum laude is awarded to students who have a grade point average of 3.850; magna cum laude is awarded to students who have a grade point average of 3.650; and cum laude to students who have a grade point average of 3.500. The grade point average will be determined only by work taken at Queens, and a student must have completed at least 60 hours at Queens to be eligible for graduation with honors.

Commencement Exercises

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed.

Leave of Absence

With the endorsement of the academic advisor, a student in good standing (with a cumulative GPA of 2.000 or above) may request a leave of absence from Queens. A student in the traditional undergraduate program may be granted a leave of absence for up to two consecutive terms. A student in the Hayworth School program may be granted a leave of absence for up to three terms including the summer term. Approval for a leave of absence may be granted for medical or personal reasons, or to enroll in an off-campus academic program or experience that supports the student's program of study. If the student plans to take courses away while on leave, prior approval must be received for all courses to be taken at

other institutions to ensure those credits will transfer and apply to the degree program at Queens. Contact the Registrar's Office for more information.

Returning from a Leave of Absence

A student returning from an approved leave of absence should contact the Office of the Registrar prior to his/her return to Queens. If returning within the approved timeframe (two academic terms) the student may simply resume the degree and major programs in effect at the time leave was granted (their original catalog of entry). In addition, if the student was given prior approval to enroll in another institution while absent from Queens, the student must request a copy of the transcript be sent to the Queens Registrar for review of the transfer credit. A student who does not return within the allotted timeframe will be considered an inactive student and must apply for readmission in order to return.

Non-Degree Student Policies

Non-degree students may attempt no more than a cumulative total of 15 credit hours unless admitted to a specific non-degree program of study requiring more than 15 hours. After attempting 15 credit hours the non-degree student must either apply for admission as a degree candidate or request special permission to continue. Non-degree students must maintain a grade point average of 2.000 comply with all University policies and regulations.

Program-of-Entry

Admission and Dismissal from the Program-of-Entry

A student is admitted to one University program: the Traditional Undergraduate Program, the Hayworth School program, or a graduate program. The student who wishes to move his/her program-of-entry to another program must apply through the appropriate Admissions Office. A student who has been

dismissed from their program-of-entry is dismissed from Queens University of Charlotte and must apply for readmission.

Transfer Between Programs
A student who has been admitted into a Queens undergraduate program who has and completed at least one term, and who then wishes to transfer to a different program, may make formal application through the appropriate Office of Admissions provided that the student has earned a minimum cumulative grade point average of 2.000 at Queens University of Charlotte, is not on any type of academic or social probation, and is in good standing with the University. A form requesting permission to apply to transfer is available from the offices of admissions must be submitted prior to application for admission. A student who transfers to a different program must then complete all of that program's degree requirements, follow that program's policies, pay that program's tuition and fees, and will be eligible only for that program's services and financial aid options.

Readmission
A student who has withdrawn in good academic standing and wishes to return to Queens may apply for readmission by submitting an application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a statement of good standing from the Dean of Students office. In addition, two original transcripts of any work attempted at other institutions must be sent to the Office of Admissions. A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions.

Registration
A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar. An undergraduate may register for any undergraduate course for which they have the prerequisites as long as space is available and there are no special restrictions on the course. A student who registers for a course outside of their program of entry must follow that program's calendar and policies. See also ***Dropping or Adding a Course*** and ***Withdrawing from a Course***.

Student Qualifications– Warning, Probation and Dismissal

Student Qualifications

The faculty has established standards of satisfactory academic progress which are administered by the University's Undergraduate Student Qualifications Committee (U-SQC).

Academic Warning, Probation and Dismissal

Admission on Probation

A student admitted on academic probation must meet the terms of probation set in his/her admission

letter, which may vary, in order to be allowed to continue in the program.

Determining Warning, Probation or Dismissal

The record of any undergraduate student (degree or non-degree; part-time or full-time) will be reviewed after attempting a minimum of nine (9) credit hours at Queens University of Charlotte, unless the student is currently on probation, then see "subsequent reviews" section.

Students must maintain a cumulative grade point average (cumulative GPA) for classes completed at Queens University that meets or exceeds a minimum cumulative GPA requirement. The minimum cumulative GPA is based on credit hours used for evaluation purposes. The number of credit hours used for evaluation purposes is equal to the number of earned credit hours (includes transfer credit) plus credit hours for courses taken at Queens for which a student receives a grade of F. A student whose cumulative GPA at Queens falls below the following levels is placed on academic probation. A student whose term GPA falls below the following levels, but whose cumulative GPA is in good standing, will be placed on academic warning.

Minimum Class Standing Required

Used for Evaluation GPA Required

Total Career GPA Hours	Minimum Term GPA	Minimum Cumulative GPA
0-12	1.3000	1.5000
13-37	1.6000	1.8000
38-70	1.8000	1.9000
Over 70	1.9000	2.0000

Academic Warning

A student whose term GPA falls below the minimum standard but whose cumulative GPA is in good standing, will be placed on academic warning. Academic warning indicates the student's academic career is in jeopardy, and without an improved GPA the student will likely be placed on academic probation or dismissed in the future. Students placed on academic warning may continue to represent the University, but are advised to limit their non-academic pursuits.

The First Review to Determine Academic Probation or Dismissal

A student whose cumulative GPA falls below the minimum cumulative GPA requirement, but whose term GPA is above 1.000 is placed on academic probation. A student whose term GPA falls below 1.000 during the but whose cumulative GPA is above the minimum standard is placed on academic probation. A student whose term GPA falls below 1.000 and whose cumulative GPA falls below the minimum cumulative GPA requirement will be academically dismissed from the University.

Subsequent Reviews

The committee will review a student previously placed on probation, or admitted/readmitted on probation, after the full-time student has attempted nine (9) or more credit hours since being placed on probation, or the part- time student has attempted six (6) or more credit hours since being placed on probation. The student must have earned a term GPA of 2.000. If not, regardless of the cumulative GPA, the student will be academically dismissed from the University. If the term GPA is 2.000 or above, but the cumulative GPA is below the minimum cumulative GPA requirement, the committee may choose to continue the student on probation for one more term or to academically dismiss the student from the University. If the term GPA is 2.000 or above, and the cumulative GPA meets the minimum cumulative GPA requirement, the committee will remove the probation.

Appeal

A student has the right to present a written appeal with additional information concerning U-SQC decisions to the U-SQC. The appeal must be submitted electronically to the Dean or Dean's designate in the School or College in which the student is housed and copied to the Registrar and Chair of the USQC. The deadline for appeals to academic dismissal is defined in the student's letter indicating they are removed from the University. The student will receive written notice of the appeal decision. The decision of the committee in regard to the appeal is final.

Restrictions While on Probation

A student on probation may not enroll in more than 15 credit hours in any one term; will be reviewed again after having attempted nine (9) or more credit hours since being placed on probation; must complete the course work for all courses with an incomplete grade (grade of "I") and receive a letter grade at least 72 hours prior to the first day of class for the next term; must meet with an academic coach during the first month for the following term; may not represent the University in off-campus extracurricular activities, participate in varsity athletics, hold campus office or run for campus office, until the probation or sanction is lifted.

Probation and Federal Financial Aid

A student admitted or placed on probation by U-SQC may receive federal financial aid only for one term.

Readmission Following Academic Dismissal

A student who has been academically dismissed from the University may apply for readmission. The student must take a full Fall or Spring term away from the institution before applying for readmission. To re-apply the student must submit the following items: an application for readmission; official transcripts for any courses taken at another institution (A student must earn a C or better in all courses taken); submit a personal statement stating their goals and accomplishments since leaving Queens; and submit a memo to the Readmission Committee stating why they want to return to Queens.

A student readmitted to the University is normally admitted on probation and reviewed after the first term based on the guidelines above for Subsequent Reviews. Readmitted students are subject to the academic requirements in effect at the time of readmission (catalog of entry of the term readmitted).

Student Status

Class Status
Students are assigned class status according to the number of credit hours earned. A freshman has earned from 0 to 23 credit hours. A sophomore has earned 24 to 51 credit hours. A junior has earned 52 to 89 credit hours. A senior has earned 90 or more credit hours.

Full-Time / Part-Time Status
Undergraduates enrolled in 12 or more credit hours per term are considered full-time students. Undergraduates enrolled in 1-11 credit hours per term are considered part-time students.

Transfer Students
The student who enters Queens with prior academic credit from another regionally accredited institution is considered a transfer student. The Registrar will audit the transcripts to determine the transfer student's class status, the credit hours awarded and their applicability to Queens' graduation requirements. Transfer students must meet all degree requirements in their catalog of entry including the residency requirements.

Non-Degree Student Status
A student who applies to Queens without the intent to earn a bachelor's degree is admitted as non-degree student.

Visiting Student Status
A degree candidate at another college or University who is taking courses at Queens by special arrangement is considered a visiting student.

Charlotte Area Educational Consortium (CAEC) Student Status
Degree-seeking students at the area colleges which make up the Charlotte Area Educational Consortium may enroll in a course at Queens during the fall or spring terms. Special policies apply.

Taking Courses at Charlotte Area Educational Consortium Institutions
Full-time students paying the comprehensive fee may enroll in a course at one of the CAEC member institutions with no additional charge if the course is not offered at Queens. Arrangements for registration at another CAEC institution are made through the Registrar's Office. See the Registrar Office for additional information.

Taking Courses at Other Institutions
After admission to Queens a student must receive prior approval to take a course at another institution in order for the credit to be transferred back to Queens. Generally the course must be equivalent to or supplemental to a course offered at Queens. In order to transfer credit to Queens for a course taken at another institution a Queens student must (1) complete the Undergraduate Transfer Credit Approval form and secure all required signatures of approval, (2) earn a grade of "C-" or better in the course, and (3) have the other institution send an official transcript of the coursework to the Registrar at Queens University of Charlotte. The form is available on the web site of the Registrar's Office.

Transfer Credit and Prior Learning Assessment Policies
Information on transferred credit and course equivalencies can be found on the Queens web site at www.queens.edu.

Advanced Placement Credit (AP)
Students who have completed college-level work in their secondary schools should take the appropriate Advanced Placement (AP) test administered by the CEEB. In most subjects Queens grants advanced placement and course credit automatically if the student scores either 4 or 5 on such tests.

International Baccalaureate (IB)
Queens will grant six semester hours of elective credit in each area in which a student has achieved a score of 5, 6 or 7 in a higher level examination. Assignment of specific course credit will be determined at the student's request and the discretion of the individual department. Students who earn a 5, 6 or 7 on the English portion of the IB examination (or 4, 5 on the AP English examination) will receive credit for English 110 and will be required to take English 120 in the spring semester of the freshman year.

College Level Examination Program (CLEP)
Queens awards credit and advanced placement to students who score satisfactorily on approved subject level tests of the CLEP.

Foreign Language Placement
All entering freshmen take a foreign language placement test during new student orientation. The score earned may allow students to place out of one or both years of the foreign language requirement. Tests are given in Spanish, French, Latin and German. Please note that credit is not awarded for these placement examinations.

Credits from Two-Year Institutions
Courses transferred from two-year institutions are classified as either 100- or 200-level courses. No more than 60 academic credit hours will be accepted in transfer from two year institutions.* Credits transferred from a two-year college may not be used to meet the 36 credit hour requirement, regardless of the level of comparable Queens courses.

*Queens University of Charlotte does participate in a comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System., and will accept 64 credit hours will be accepted in transfer from graduates of North Carolina public two-year institutions.

Physical Education Credits No more than four (4) credit hours in physical education may be applied to the hours required for graduation.

Duplicate Credit Duplicate credit will not be awarded in the event AP and/or IB examination credit is accepted or if the scores duplicate credit already earned.

Limits on AP, IB and CLEP Credit Awarded Total combined AP, IB and CLEP credit awarded will not exceed 38 semester hours. Neither grades nor quality points will be awarded, nor may AP, IB or CLEP credits satisfy the final 30 hours required for graduation from Queens. Official AP, IB and CLEP scores should be submitted to the Queens Registrar. Information on transferred credit and course credit equivalencies can be found on the Queens Web site at www.queens.edu.

Transfer Credits
When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer, and determines the student's class status. In order to transfer credit to Queens from another institution the student must have earned a grade of "C-" or better in the course. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens.

Withdrawing from a Course - *See also **Withdrawal and Financial Obligations.***

Withdrawal from a Course
After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Office web site. A status of "W" will be recorded if the student withdraws during the withdrawal period.

Late Withdrawal from a Course
After the deadline for withdrawal, a student my only withdraw from a course with the approval from the Student Qualifications Committee.

Withdrawal from the University - *See also* ***Withdrawal and Financial Obligations.***

Withdrawal by the Student
A student in the traditional undergraduate program who chooses to drop or withdraw from all courses in which he or she is enrolled must withdraw from the University.

A Hayworth School student who chooses to drop or withdraw from all courses in which he or she is enrolled may either withdraw from the courses, or withdraw from the University. To withdraw from the University a student must complete the Official Withdrawal Form available in the Office of the Registrar.

Upon withdrawal from the University, the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding. A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance.

Withdrawal by the University
A student in the traditional undergraduate program must maintain continuous enrollment at Queens (excluding the summer term) to remain an active student. If the student does not maintain continuous enrollment (is absent either fall or spring term without appropriate approval), he/she will become an inactive student and must apply for readmission in order to return.

A student in the Hayworth School program does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return.

In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Readmission after Withdrawal
A student who has withdrawn from the University, been dismissed from the University, or become inactive must apply for readmission in order to return.

Graduate Studies

Queens University of Charlotte offers master degree programs and non-degree graduate programs. Graduate programs offered by the University include:

The College of Arts and Sciences

- Master of Fine Arts (MFA) in Creative Writing
- Master of Arts (MA) in Interior Architecture and Design
- Master of Arts (MA) in Music Therapy

The McColl School of Business

- Master of Business Administration (MBA) Professional, Online and Executive programs
- Master of Science (MS) in Executive Coaching
- Master of Science (MS) in Organization Development
- Non-Degree Program: Graduate Coaching Certificate

The Knight School of Communication

- Master of Arts (MA) in Communication
  - Traditional Program and Online Option

The Wayland H. Cato, Jr., School of Education

- Master of Arts in Teaching (MAT) in Elementary Education
- Master of Education (MED) in Literacy (K-12)
- Master of Arts (MA) in Educational Leadership - Online Program
- Non-Degree Program: Post Baccalaureate Teacher Licensure

Andrew Blair College of Health The Presbyterian School of Nursing

- Master of Science in Nursing (MSN)
  - Traditional tracks and Online Option
  - Clinical Nurse Leader Track

The College of Arts and Sciences

Master of Fine Arts in Creative Writing

The low-residency Master of Fine Arts Program in Creative Writing is housed in the Department of English and Creative Writing.

The Master of Fine Arts degree is the terminal degree for students of creative writing. Though the MFA degree provides students with the necessary academic credentials for careers teaching creative writing at the college level, it should not be regarded solely as a pre-professional degree. Generally, students choose to pursue an MFA first and foremost in order to develop their skills as publishable writers. They are drawn to such programs out of a commitment to their art, a desire for self-enrichment, and the prestige of achieving the degree itself. MFA programs provide students with an opportunity for immersion in a community of writers as they hone their craft through a curriculum of writing workshops in their respective genres (generally fiction, poetry and creative nonfiction) and academic seminars on the form and theory of those genres. After completing all required classes, an MFA student will submit a creative thesis, a book-length manuscript that is the culmination of the work the student has done over his or her course of study.

The low-residency MFA program at Queens involves four semesters of coursework. Each semester begins with a seven-day on-campus residency, which includes daily workshops, seminars on the craft and profession of writing, and readings. Following the completion of the residency, the students continue their work for the semester through distance learning, which is conducted in online workshops that are limited to no more than four students and a faculty mentor. In the online workshops, each student must complete four required submissions of new work that are circulated to the other students in the workshop and to the instructor; each student is also required to compose formal comments on the work submitted by his or her fellow students.

As a requirement for graduation, under the direction of a thesis advisor, the student will prepare and submit a collection of prose pieces, a collection of poetry, a screenplay or theatrical script, or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The student will offer a public reading excerpted from the thesis during a fifth graduating residency. In preparation for the craft seminar and under the direction of the craft seminar advisor, the candidate will prepare 6-8 page critical paper exploring the topic of the seminar. After the completion of the paper and upon consultation with the craft seminar advisor, the candidate should send via email a description of the craft seminar, including all recommended reading for the seminar, to the MFA coordinator no later than 30 days prior to the graduating residency. Under the direction of a craft advisor, the candidate must also prepare and submit a proposal for a thirty-minute craft seminar, to be offered during the graduating residency period. The proposal should include an outline of the presentation for the seminar, an attached bibliography, and a required reading list. The candidate will then teach this seminar during the graduating residency.

For additional information visit the **MFA Program web site.**

ADMISSION

ADMISSION REQUIREMENTS

In order to be considered for admission to the MFA program in creative writing, an applicant must meet the following criteria:

1. Hold a bachelor's degree from an accredited college or university or have equivalent experience practicing creative writing as that experience is reflected in the quality of the prospective student's application portfolio.
2. Submit a completed graduate application form, including a nonrefundable application fee.
3. Submit official transcripts from the college or university from which their highest degree was awarded.
4. Submit two copies of a portfolio of creative writing, consisting of approximately 25 pages of fiction or creative nonfiction or 10 pages of poetry.
5. Submit two copies of a one-page, typed, single-spaced essay on the prospective student's reasons for applying to the MFA

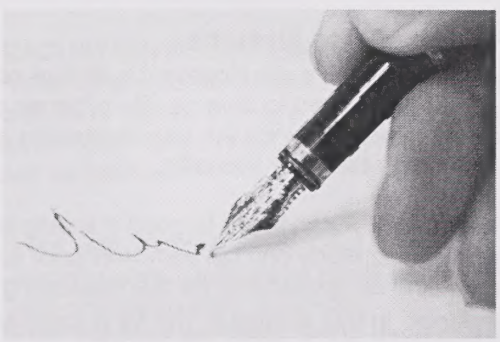
program and expectations for the program.
6. Provide one letter of academic or professional reference.

International Student Admission Queens University of Charlotte welcomes international students. An applicant must ask the institution from which he or she earned his or her highest degree to forward his or her transcript to the MFA Program Office. All international students applying to the MFA program must demonstrate proficiency in English in the work submitted in their application portfolios.

Because the Queens MFA Program is a low-residency program, in which students travel to campus for the seven-day residency that begins each semester before completing the remainder of the semester through distance learning procedures, international students will not be issued an I-20 and will not be eligible for an F-1 student visa. Typically, an international student in the MFA program will use a visitor visa to travel to Queens for the MFA residency.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.



Curriculum and Instruction

In order to complete the degree, students in the low-residency MFA program will be required to attend five on-campus residencies, complete four semesters of course work and complete a Master's Thesis comprised of a collection of works written and revised over the course of the program.

Residencies are seven days in length and mark the outset of each semester. Each student must participate in four such residencies and then return for a graduating residency, in which the student leads a craft seminar, submits a final thesis draft and offers a public reading. The specific components of the curriculum are described in more detail below.

MFA students may combine their fourth residency with a graduating residency, but it should be noted that this configuration is especially arduous and that all fees apply. Students must submit in writing to the Program Director and the On-Campus Director, within one week after the third residency, an email letter stating their preference and justification for this option in order to be considered for this combined fourth residency/graduating residency. An altered thesis submission schedule will be followed in such a configuration.

Residencies

Students will attend one writing workshop daily during the on-campus residency, led by a variety of instructors. Each workshop will typically offer students the opportunity to work closely with an established writer and to receive constructive feedback from a group of peers over the course of an intensive week dedicated to creative work. Most workshops are revision-based and are designed to help students improve their existing work. Faculty will lead in-class discussions of student work and suggest suitable exercises and additional reading to help further advance the students' creative development. Students must make two submissions per residency for critical response by workshop and be on hand to respond critically to all other student work submitted in their workshop. Students will attend craft or gateway seminars daily during the on-campus residency, offered by a variety of instructors. In addition, students must submit two brief response papers for a craft seminar and a gateway seminar of their choice at the residency. During each residency, all students in a particular graduating cycle will take one gateway seminar offered on alternate days

throughout the course of the week. The topics of these gateway seminars, in order of the first through fourth residencies, will be as follows:

- Reading as a Writer
- Literary Reviewing
- Shaping a Book
- Teaching Creative Writing

On each of the other days of the residency, the students will attend craft seminars on technical and aesthetic issues within their respective genres. Sample topics for these seminars might include the following:

- Thinking the Novel
- Postmodern American Fiction: Craft and Theory
- The Nonfiction Novel
- Memoir and Personal Essay: Distinctions and Commonalities
- Embracing the Difficult: Writing Beyond What Is Comfortable

Distance Learning Workshops
In the interim periods between the on-campus residencies, students will be required to produce four submissions per semester, to be made via electronic mail, at stipulated dates to both the instructor and the other 2 to 3 students in the workshop. In poetry, the submissions should be 5 to 10 pages; in prose, the submissions should be 8 to 25 pages (double-spaced).

The students in the workshop will also be required to compose formal responses, of 300 to 500 words in length, to all work submitted by the other students and to send those responses via electronic mail to all members of the distance learning group by a stipulated deadline.

Graduating Residency
Under the direction of a thesis advisor, the candidate for graduation will prepare and submit a collection of prose pieces, a collection of poetry, a theatrical script or screenplay, or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty members. The candidate will offer a public reading excerpted from the thesis during the graduating residency. In preparation for the craft seminar and under the direction of the craft seminar advisor, the candidate will prepare 6-8 page critical paper exploring the topic of the seminar. After the completion of the paper and upon consultation with the craft seminar advisor, the candidate should send via email a description of the craft seminar, including all recommended reading for the seminar, to the MFA coordinator no later than 30 days prior to the graduating residency. Under the direction of a craft advisor, the candidate must also prepare and submit a proposal for a thirty-minute craft seminar, to be offered during the graduating residency period. The proposal should include an outline of the presentation for the seminar, an attached bibliography and required reading list. The candidate will then teach this seminar during the graduating residency.

Completion of Requirements and Deferrals
Candidates are strongly encouraged to complete the requirements for graduation from the program in five consecutive residencies. If the candidate is unable to complete these requirements, a deferral or leave of absence may be granted and is subject to approval of both the Program Director and the On-Campus Director. All requests for deferral must be submitted no later than four weeks prior to that semester. While the first such deferral is gratis, any additional deferrals are subject to a deferral fee of $250 per semester deferred. Credit hours expire after four years. The candidate's intent to complete a graduating residency must be declared within 16 weeks of the graduating residency date. In addition, candidates may combine their fourth residency with a graduating residency, but it should be noted that this configuration is especially arduous and that all fees apply. Candidates must submit in writing to the Program Director and the On-Campus Director, within one week after the third residency, an email letter stating their preference and justification for this option in order to be considered for this combined fourth residency/graduating residency. An altered thesis submission schedule will be followed in such a configuration.

Postgraduate Options

Because a writer's development is always ongoing and always subject to change, the program offers several options beyond the four semesters and graduating residency scenario.

First, any MFA candidate in good standing may prolong their study one full semester prior to embarking on preparation for the graduating residency. In this semester, the MFA candidate can choose which gateway and craft seminars to take and the candidate will respond to them as other candidates and will also participate accordingly in writing workshops.

Second, any MFA degree recipient in good standing may enroll in a postgraduate semester in the same genre, or can apply for admission and

be admitted to a postgraduate semester in another genre.

Postgraduate Certificate of Study
In addition, any MFA degree recipient in good standing may apply for admission and be admitted to a postgraduate program of two or more semesters in another genre, in order to earn a postgraduate certificate of study. In two or more semesters, the candidate will be required to enroll at Queens and participate in all relevant gateway and craft seminars and writing workshops and then will embark on preparation for a graduating residency. Upon completion of the thesis in the new genre and the presentation of a craft seminar related to the genre, the MFA degree recipient will earn a postgraduate certificate of study in that genre.

The fees for post-graduate work, both per-semester and for the graduating residency will be the same as the fees for all MFA students.

POLICIES

See also important additional policies in ***Student Rights and Responsibilities***

GRADING

Because of the inherent difficulty and inevitable subjectivity involved in the evaluation of creative work, all work for the MFA program will be graded on a pass-fail basis. Any student who does not satisfactorily complete the required number of submissions and formal critiques during a workshop or the required number of response papers during a seminar will receive a failing grade for that part of the program.

GRADUATION REQUIREMENTS

In order to successfully meet the requirements for graduation, students must complete 48 hours of course work. These requirements are broken down as follows:

1. Four workshops in the student's chosen literary genre, worth three credit hours each, with one taken each semester.
2. Four gateway seminars, worth three credit hours each, with one taken during the on-campus residency at the onset of each semester.
3. Twelve craft seminars, worth one credit hour each, with three taken during the on-campus residency at the onset of each semester.
4. Six hours of thesis hours, earned during the third and fourth semesters of the program.
5. Six hours of craft seminar preparation, earned during the third and fourth semesters of the program.
6. These course requirements are supplemented by the following other graduation requirements:
   a. The successful completion of a Master's thesis comprised of work written and revised over the course of the program.
   b. A public reading of work from the thesis.
   c. Developing and then successfully teaching a craft seminar for other students in the program.

The MFA Faculty

Because the MFA program is a low-residency program, distinguished authors from all over the country are able to serve as faculty in the program. While most are not full-time Queens faculty members, all are committed to the goals of the MFA program and to the mission of the University. Some of their individual achievements are listed below.

Hal Ackerman has been on the faculty of the UCLA School of Theatre, Film and Television for the past twenty-four years and is currently co-area head of the screenwriting program. His book, *Write Screenplays That Sell...The Ackerman Way*, is in its third printing, and is the text of choice in a growing number of screenwriting programs around the country. His play, *Testosterone: How Prostate Cancer Made A Man of Me* won the William Saroyan Centennial Prize for drama and enjoyed a successful run in Los Angeles.

Khris Baxter has optioned five screenplays to major Hollywood studios over the past 12 years, including *Voyage*, produced by USA Pictures. His latest screenplay, *Outrider*, begins production soon (produced by and starring, Robert Redford).

Geoffrey Becker is the author of the collection of stories *Black Elvis* winner of 2008 Flannery O'Connor Prize for Fiction and the novel, *Hot Springs*, published by Tin House books in 2010. He is the author of two previous books, *Dangerous Men*, a collection that won the Drue Heinz Prize, and *Bluestrown*, a novel.

Pinckney Benedict has published three collections of short fiction, *Miracle Boy, Town Smokes* and *The Wrecking Yard* and a novel *Dogs of God*). His stories have appeared in, among other magazines and anthologies, *Esquire*, *Zoetrope All-Story*, the *O. Henry Award* series, the *New Stories from the South* series, *Ontario Review*, the *Pushcart Prize* series and *The Oxford Book of American Short Stories*.

Cathy Smith Bowers is the author of three collections of poetry: *The Love That Ended Yesterday in Texas*, (Texas Tech University Press, 1992); *Traveling in Time of*

Danger, (Iris Press, 1999); and *A Book of Minutes*, (Iris Press, 2004). Her poems have appeared widely in publications such as *The Atlantic Monthly*, *The Georgia Review*, *Poetry*, *The Southern Review* and *The Kenyon Review*.

Morri Creech is the author of two collections of poetry *Paper Cathedrals* and *Field Knowledge*. His work has appeared in many publications, including *Poetry*, *The New Republic*, *The New Criterion*, *The Yale Review*, *The Hudson Review* and *The Sewanee Review*. *Field Knowledge* was awarded the first annual Anthony Hecht Prize and was nominated for The Los Angeles Times Book Award. He has been a recipient of a National Endowment for the Arts Poetry Fellowship and a Ruth Lilly Fellowship for Young Poets awarded by Poetry magazine. He teaches full-time at Queens University of Charlotte.

Ann Cummins is the author of the story collection *Red Ant House* and novel, *Yellowcake*. Her stories have appeared in *The New Yorker*, *McSweeney's*, *Antioch Review* and elsewhere.

Jonathan Dee is the author of the novels *The Privileges*, *Palladio*, *St. Famous*, *The Liberty Campaign* and *The Lover of History*. He is a staff writer for *The New York Times Magazine*, a frequent literary critic for *Harper's* and a former Senior Editor of *The Paris Review*.

Elizabeth Evans is the author of five books of fiction. Her short story collections are *Suicide's Girlfriend* (Harper Collins) and *Locomotion* (New Rivers Press). Her novels are *The Blue Hour* (Algonquin), *Rowing in Eden* (HarperCollins) and *Carter Clay* (HarperCollins), which was selected by *The Los Angeles Times* for "The Best Books of 1999."

Lauren Groff is the author of the acclaimed 2012 novel *Arcadia*. Her first novel, *The Monsters of Templeton*, was a *New York Times* and *Booksense* bestseller, shortlisted for the Orange Prize for New Writers, and translated into nine languages. Stories from her second book, *Delicate Edible Birds*, were published in journals and anthologies including the *Atlantic Monthly*, *Ploughshares*, *Glimmer Train*, *One Story*, *Best American Short Stories and Best New American Writers*. She is the recipient of a Pushcart prize and the Axton Fellowship in Fiction from the University of Louisville, and has received other fellowships from Yaddo, the Vermont Studio Center, and Ragdale. She lives with her family in Gainesville, Florida.

Cathy Park Hong's second book, *Dance Dance Revolution*, was chosen for the Barnard New Women Poets Prize and was published by *W.W. Norton* in 2007. She is the recipient of a Fulbright Fellowship, a National Endowment for the Arts Fellowship and a New York Foundation for the Arts Fellowship. Her work has appeared in *Volt*, *Denver Quarterly*, *American Letters* and *Commentary*, *Chain*, *Field* and she has also received a Pushcart Prize.

Branden Jacobs-Jenkins's plays include *Appropriate*, *The Change*, *Neighbors*, *Zoo*, and *Heart!!!*. He is a former playwriting fellow at the New York Theatre Workshop, an alum of the Soho Rep Writer/Director Lab and Public Theatre Emerging Writers Group, and a proud member of the ArsNova Playgroup. He has written on theatre for *The New Yorker*, served as an editor in its fiction department, and holds an M.A. in Performance Studies from NYU.

Sally Keith's first book, *Design* (University Press of Colorado, 2001), won the 2000 Colorado Prize, judged by Allen Grossman. Her second manuscript *Dwelling Song* was chosen by Bin Ramke and Fanny Howe for the University of Georgia's Contemporary Poetry Series.

Natalie Kusz is the author of the memoir *Road Song* and has published essays in *Harper's*, *Threepenny Review*, *McCall's*, *Real Simple* and other periodicals. Her work has earned, among other honors, a Whiting Writer's Award, a Pushcart Prize and fellowships from the NEA, the Bush Foundation and the Bunting Institute of Radcliffe College.

Nick Lantz is the author of two recent collections of poetry. The first, We "Don't Know We Don't Know" (Graywolf 2010), on the Bread Loaf Writers' Conference Bakeless Prize, the Great Lakes Colleges Association New Writers Award, and the Council for Wisconsin Writers Posner Award. The second collection, "The Lightning That Strikes the Neighbors' House" (University of Wisconsin Press 2010), was selected by former U.S. Poet Laureate Robert Pinsky for the Felix Pollak Prize. Lantz has received fellowships from the Wisconsin Institute for Creative Writing and the Bread Loaf Writers' Conference, and his work has appeared in "Mid-American Review," "Southern Review," "Prairie Schooner," "Gulf Coast," "Indiana Review," "Poetry Daily," and "FIELD," and has been featured on the nationally syndicated radio program The Writer's Almanac with Garrison Keillor. He has taught creative writing at the University of Wisconsin-Madison and at Gettysburg College, where he was the 2010-2011 Emerging Writer Lecturer.

Zachary Lazar is the author of three books, most recently the novel "Sway" and the memoir "Evening's Empire: The Story of My Father's Murder." He is the recipient of a Guggenheim Fellowship and the Hodder Fellowship at Princeton University. His writing has appeared in the "New York Times Magazine," the "Los Angeles Times," "Newsday," "BOMB," and other places. He also teaches creative writing at Tulane University.

Fred Leebron, program director, is the author of the novels *Six Figures*, *In the Middle of All This* and *Out West*. He has received a Pushcart Prize, a Michener Award, a Stegner Fellowship and an O. Henry Award. He is co-editor of *Postmodern American Fiction: A Norton Anthology* and co-author of *Creating Fiction: A Writer's Companion*.

Suzannah Lessard is the author of *The Architect of Desire: Beauty and Danger in the Stanford White Family* for which she won the Whiting Award. She is currently working on a book about the American landscape for which the working title is *Mapping the New World: An Inquiry into the Meaning of Place in the Twenty-first Century.*

Andrew Levy is Edna Cooper Chair in English at Butler University in Indianapolis. He is author of *A Brain Wider Than the Sky, The Culture and Commerce of the American Short Story*, co-author of *Creating Fiction: A Writer's Companion* and co-editor of *Postmodern American Fiction: A Norton Anthology*. His book, *The First Emancipator* (Random House), was cited as a "Best of 2005" by the *Chicago Tribune*, *Amazon* and *Booklist* and received the Slatten Award from the Virginia Historical Society. His essays and reviews have appeared in *Harper's*, *The American Scholar*, *Dissent*, *Best American Essays*, *Philadelphia Inquirer* and elsewhere.

Sebastian Matthews is the author of a collection of poems, *We Generous* (Red Hen Press) and a memoir, *In My Father's Footsteps* (Norton). He co-edited, with Stanley Plumly, *Search Party: Collected Poems of William Matthews*, a recent finalist for the Pulitzer Prize. His poetry and prose has appeared in *Atlantic Monthly*, *Brilliant Corners*, *Georgia Review*, *New England Review*, *Poetry Daily*, *Poets & Writers*, *Seneca Review*, *Tin House and Virginia Quarterly Review*, among others.

Rebecca McClanahan has also published five volumes of poetry, a collection of nonfiction *The Riddle Song and Other Rememberings* and three books about the writing craft, including *Word Painting: A Guide to Writing More Descriptively*. Her work has appeared in *The Best American Essays*, *The Best American Poetry*, *Georgia Review*, *Gettysburg Review*, *Boulevard* and numerous anthologies.

James McKean is the author of two books of poems, *Headlong* from the University of Utah Press and Tree of Heaven from the University of Iowa Press; and a collection of essays, *Home Stand: Growing Up in Sports* from Michigan State University Press. His publications include poems and essays in magazines such as *The Atlantic*, *Poetry*, *The Southern Review*, *The Georgia Review*, *The Gettysburg Review*, *The Iowa Review* and *Gray's Sporting Journal.*

Daniel Mueller's collection of stories, *How Animals Mate*, won the Sewanee Fiction Prize in 1999 and was reissued in paperback in 2000. His fiction has appeared in numerous magazines, journals and anthologies, including *Playboy*, *Story*, *Story Quarterly*, *Mississippi Review*, *Crescent Review*, *Another Chicago Magazine*, *Orchid* and *Henfield Prize Stories* and *Prairie Schooner.*

Brighde Mullins is the author of twelve plays that have been produced in London, New York and San Francisco. Her plays include: *Water Stories from the Mojave Desert*; *Monkey in the Middle*, *Topographical Eden*, *Fire Eater*, *Pathological Venus*, *Meatless Friday*, *Baby Hades* and *Teach.* They have been produced at the Actors Centre in London; in New York at Ensemble Studio Theatre, Daedalus, LaMaMa, Mabou Mines, the Ensemble Studio Theatre, Lincoln Center Director's Lab, The Public's New Works Now, New York Stage and Film, The Women's Project and NYU. Her publications include *Topographical Eden* (in "International Theatre Forum"); Click in the Humana Anthology from TCG Press; a chapbook of poems *Water Stories* (forthcoming from Slapering Hol Press); and many anthologies, including *Lucky Thirteen* and *The Best American Poetry.*

Naeem Murr is the author of three novels, *The Boy*, *The genius of the Sea* and *The Perfect Man*. A recipient of numerous awards and scholarships for his writing, he has published a number of prize-winning stories, novellas and non-fiction pieces in literary journals.

Jenny Offill is the author of the novel *Last Things*, which was chosen as a notable or best book of the year by *The New York Times*, *The Village Voice*, *The L.A. Times* and *The Guardian* (U.K). It was also a finalist for the 1999 L.A. Times First Book Award.

Alan Michael Parker is the author of seven poetry collections including the most recent *Long Division*, from Tupelo Press. He is also the author of three novels, including *The Committee on Town Happiness*, forthcoming from Dzanc Books, and has edited three anthologies, including *The Imaginary Poets*. The author of more than 100 poems published in journals including *The American Poetry Review*, *The New Republic*, *The New Yorker*, *Paris Review*, and *The Yale Review*, he has read from his work and lectured widely, including in Las Vegas, on the Menominee reservation, and at the Sorbonne. His essays and reviews have appeared in *The Atlanta Journal-Constitution*, *The New Yorker*, *The New York Times Book Review* and *Salon*. Two of Alan Michael Parker's collections of poems were named "Notable Books" by the National Book Critics Circle; *The Imaginary Poets* was runner-up for the 2006 IPPY Award for Best Anthology. His other honors include a Pushcart Prize, the 2003 Lucille Medwick Memorial Award from the Poetry Society of America for a poem on a humanitarian theme, residencies at the MacDowell Colony and the Virginia Center for the Creative Arts, and a citation from the Modern Language Association. He directs the creative writing program at Davidson College.

David Payne is the author of five novels, *Confessions of a Taoist on Wall Street*, *Early from the Dance* (Doubleday, 1989), *Ruin Creek*, (Doubleday, 1993) *Gravesend Light* (Doubleday, 2000) and *Back to Wando Passo* (Wm Morrow, 2006).

Susan Perabo is the author of a collection of stories, *Who I Was Supposed to Be* and a novel, *The Broken Places*. Stories from the collection have appeared in such places as *Story*, *Glimmer Train*, *TriQuarterly*, *The Black Warrior Review* and the anthologies *Best American Short Stories* and *New Stories from the South.*

Jon Pineda is the author of *Birthmark* (Southern Illinois University Press, 2004), winner of the 2003 Crab

Orchard Award Series in Poetry and the recent winner of the 2007 Green Rose Prize from *New Issues Poetry & Prose* (Western Michigan University) for his second manuscript *The Translator's Diary* (due out in March 2008). His work has appeared in numerous literary journals, including the *Crab Orchard Review*, *Poetry Northwest*, *Prairie Schooner*, among others.

Robert Polito is the author of author of the collections of poetry *Hollywood* and *Good Doubles*. His nonfiction work includes *Savage Art: A Biography of Jim Thompson*, which received the National Book Critics Circle Award in Biography/Autobiography, and *A Reader's Guide to James Merrill's Changing Light at Sandover*. He edited the Library of America volumes *Crime Novels: Noir of the 1930s & 1940s* and *Crime Novels: American Noir of the 1950s*. His poems and essays have appeared in *The New Yorker*, the *Voice Literary Supplement*, *Verse*, *Threepenny Review*, *Yale Review*, *Bookforum*, *Ploughshares*, *The New York Times Book Review*, *Bomb*, *Fence*, *Open City*, *Boston Phoenix*, *Best American Poetry* and other journals and anthologies.

Patricia Powell is the author of *Me Dying Trial*, *A Small Gathering of Bones*, *The Pagoda* and a forthcoming novel, *Revelation*.

Claudia Rankine is the author of four collections of poetry, *Don't Let Me Be Lonely* (Greywolf Press, 2004), *Plot* (Grove/Atlantic, 2001), *The End Of The Alphabet* (Grove/Atlantic, 1998) and *Nothing in Nature Is Private* (Cleveland State University Poetry Press, 1995). She is co-editor, with Julia Spahr, of *American Women Poets in the 21st Century: Where Lyric Meets Language* and her work has been published in numerous journals and is included in several anthologies.

Kathryn Rhett is the author of *Near Breathing*, a memoir and editor of *Survival Stories: Memoirs of Crisis*. Her essays have been published in *Crab Orchard Review*, *Creative Nonfiction*, *Harvard Review*, *Massachusetts Review*, *Michigan Quarterly Review*, *The New York Times Sunday Magazine* and elsewhere. She has also published poetry in journals such as *Bellingham Review*, *Grand Street*, *The Ohio Review*, *Ploughshares* and reviews in Chicago Tribune Books.

Steven Rinehart is the author of the 2003 novel *Built in a Day* and the 1999 short story collection *Kick in the Head*, both published by Doubleday/Anchor. His short stories have appeared in *Harper's*, *GQ*, *Story*, *Ploughshares* and elsewhere.

Elissa Schappell is the author of two collections of linked stories *Blueprints for Better Girls* and *Use Me*. She is also co-editor with Jenny Offill of two anthologies, *The Friend Who Got Away* and *Money Changes Everything*. She is a Contributing Editor at *Vanity Fair*, where she writes the "Hot Type" and "Just My Type" book columns, and is a Founding Editor of *Tin House* magazine. Her short stories, non-fiction, book reviews and essays have appeared in such places as *The Paris Review*, *The New York Times Book Review*, *BOMB*, *Vogue*, *SPIN*, *One Story* and *The Literarian*.

Dana Spiotta is the author of the novels *Lightning Field* (2001); *Eat the Document* (2006), which was a National Book Award finalist and the winner of the Rosenthal Foundation Award from the American Academy of Arts and Letters; and *Stone Arabia* (2011), which was a National Book Critics Circle Award finalist. She was a Guggenheim Fellow in 2007 and received the Joseph Brodsky Rome Prize in 2008. She teaches in the Syracuse University MFA program.

Peter Stitt has been the editor of the *Gettysburg Review* since its founding in 1988 and is the author of two books about poetry, *The World's Hieroglyphic Beauty* and *Uncertainty and Plenitude*. Previously he was editor of *The Carolina Quarterly* and an associate editor of *The Minnesota Review*. He has also published in the *Georgia Review*, *Harper's*, *The New York Times Book Review*, the *Paris Review* and many other periodicals.

Ashley Warlick is the author of three novels, *The Distance From The Heart of Things* (1996), *The Summer After June* (2000) and *Seek the Living* (2005).

Emily White is the author of *Fast Girls* and a biography of white collar criminal Dana Giacchetto, *You Will Make Money In Your Sleep*. Her work has appeared in various magazines including *The New York Times Magazine*, *The New York Times Book Review*, *Spin*, *Newsday* and *Nest*.

Master of Arts in Interior Architecture & Design

The focus of the **Masters of Art in Interior Architecture & Design** program is on the technical aspects of designing for commercial environments such as healthcare, restaurants and educational facilities. The program's emphases on the health, safety and welfare fundamentals of the profession are practiced within the program and expanded upon with emphasis on the global community. This master's degree is coupled with the foundation of a liberal arts undergraduate education. Employers soon realize that our graduates are not only skilled but well-rounded thinkers who are prepared to be the best employees possible.

The goals of the program are for graduates to be able to demonstrate critical thinking, core design and technical knowledge on a global level; to be able to exercise and integrate practical knowledge and professional values and processes; to be able to demonstrate compliance with all assessment measures; and to be in compliance with all accrediting bodies (CIDA, NCIDQ.)

ADMISSION

To be considered for admittance to the MA in Interior Architecture & Design program applicants must:

- Hold a baccalaureate degree in Interior Design or a related field that includes at least the 48 credit hours of the current Queens BA in IAD program. (See BA in IAD class requirements). Exceptions and accommodations may be made for an outside or previous degree from regionally accredited institutions.
- Have a grade point average of at least 2.500 on a scale of 4.0 on all undergraduate courses.
- Provide official transcript(s) of all academic work beyond high school sent directly from the institution to the Queens Graduate Admissions Office
- Submit a portfolio of past work in interior design
- Submit two letters of recommendation
- Submit a completed graduate application form.
- Provide a non-refundable $60 application fee.

In addition a successful admissions interview is required for admission.

International Students

International students are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

For More Information

Those interested in the graduate program should contact the Director of Interior Design for information or an application.

Student Status

Full Graduate Status

Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 2.5 may be put on academic probation upon acceptance for a predetermined time.

Admission on Probation

Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program. Terms may vary from student to student depending upon academic and work experience.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status

Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 2.5.

Transient Status
Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

Requirements for the M.A. in Interior Architecture & Design
All requirements for the MA in Interior Architecture & Design must be completed to earn the degree. Requirements can be completed in as little as two years with part-time attendance or in one year with full-time attendance. Students must follow the recommended course sequence and take two courses per semester, including summer terms, in order to complete the degree in a timely manner.

Note: All students must complete 40 credit hours at Queens for this degree. Students who receive transfer credit for any of the courses below must complete program electives to reach this credit hour requirement.

ARDE 502 Spatial Analysis and Theory
ARDE 508 Codes and Regulations
ARDE 510 Global Issues and the Built Environment
ARDE 512 Revit – Building Systems
ARDE 515 History of the Built Environment II
ARDE 518 Project Management/Historic Preservation
ARDE 520 Global Design Studio
ARDE 522 Exploring Design Issues
ARDE 523 Commercial Design Studio 1
ARDE 525 Commercial Design Studio 2
ARDE 527 Portfolio I (1)
ARDE 530 Advanced Internship in Interior Design **or** ARDE 532 Master's Thesis in Interior Design
ARDE 535 International Academic Study Tour (6)

Masters Electives include:
ARDE 501 Product Design
ARDE 503 Construction Documents & Systems
ARDE 505 Methods and Materials
ARDE 511 Computer Aided Design
ARDE 513 Human Environments
ARDE 540 Design Topic
ARDE 545 Design Elective

Total: 40 credits

ACADEMIC POLICIES
The section ***Graduate Academic Policies*** *applies to all graduate students.*
See also important additional policies in ***Student Rights and Responsibilities***

Master of Arts in Music Therapy

The **Master of Arts (MA) in Music Therapy** is designed for students with the MT-BC credential (Music Therapist-Board Certified) from the national Certification Board for Music Therapists (CBMT).

Students with an undergraduate degree in music, but not in music therapy, who qualify for the Certificate Program in Music Therapy (requiring less than 30 hours to be eligible for the Certification Exam) may be accepted into the program with prerequisites to earn board certification before taking any of the graduate level music therapy courses other than MUTH 620 Philosophy of Music Therapy. Graduate courses in the chosen concentration of business, education, or healthcare, may be taken concurrently with the prerequisites in music therapy.

Students desiring a Master of Arts in Music Therapy from Queens who have an undergraduate degree in music, but not in music therapy should apply to the Hayworth second degree program. Exact requirements will be determined by transcript review and placement testing. Students with an undergraduate degree in an area other than music, should register as second degree students to earn a Bachelor of Music with a major in Music Therapy and must pass the certification exam prior to applying to the graduate program. These students may take graduate level courses in their chosen area of specialization as electives while in the second degree program. Those graduate credits will count toward the MA in Music Therapy at Queens if the student returns and completes the MA program within 7 years.

An audition is required for admission unless the application immediately follows completion of a certificate or BM in Music Therapy at Queens. The audition consists of an interview and a demonstration of musical competencies in piano, voice, and guitar.

ADMISSION

In order to be considered for admission as a degree candidate to the Master of Arts in Music Therapy program, an applicant must meet the following criteria:

1. Submit a completed graduate application form, including the nonrefundable $45 application fee.
2. Submit official transcripts of all post-secondary academic coursework
3. Provide one letter of academic recommendation and one letter of professional recommendation.
4. Hold a baccalaureate degree in music or music therapy from an accredited institution
5. Provide evidence of MT-BC status from the Certification Board for Music Therapists (CBMT).
6. Satisfactorily demonstrate musical competency in piano, voice, and guitar through a scheduled audition and interview.

For More Information
Those interested in the graduate program should contact the Director of Music Therapy at 704 337-2570 for information or an application.

Student Status

Full Graduate Status
Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 3.0 or above must provide an acceptable GRE score from within the past five years before they will be admitted.

Admission on Probation
Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program. Terms may vary from student to student depending upon academic and work experience.

Provisional Admission
Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status
Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 3.0.

Transient Status
Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

Requirements for the Master of Arts in Music Therapy

Once accepted into the program, students will choose a desired concentration in business, education, or healthcare. A minimum of 18 credit hours, or one-half of the credit hours required for the degree, will be in music therapy; a minimum of 12 credit hours will be in the chosen area of specialization, and the remaining electives may be in either music therapy or the area of specialization.

Students will conduct original research, either qualitative or quantitative in nature. The resulting paper must be suitable for submission to a major peer-reviewed journal. The students will work with the thesis advisor on revisions. Additionally, students are required to present their research findings at a regional or national conference in music therapy or for an appropriate related discipline.

In the final semester of study students will participate in oral and written comprehensive examinations encompassing both the core curriculum and representative material from the area of specialization. Failure to pass these exams with a "B" or better will preclude confirmation of the degree. A student may retake either portion of the comprehensive exams one time, as long as the earned grade was a C or better.

Prerequisite:
Elementary statistics at the undergraduate level or take it as part of the MA program in MT

Core Music Therapy Courses (minimum 17 hrs)
MUTH 510 Improvisational Techniques (2 hrs)
MUTH 520 Research Seminar (1 hr)
MUTH 600 Adv Music Therapy Practicum (2 hrs)
MUTH 620 Philosophy of Music Therapy (3 hrs)
MUTH 630 Clinical Supervision & Mgmt (3 hrs)

MUTH 640 Qualitative Research Methods (3 hrs)
MUTH 650 Comprehensive Examiniation (0 hrs)
MUTH 655 Specialization Thesis (3 hrs)

Electives:
MUTH 540 Adv Topics (2-3 hrs)
MUTH 610 Music Therapy Client Assessmt (2 hrs)
MUTH 625 College Teaching/Measurement (3 hrs)
MUTH 520, MUTH 600, MUTH 510 and MUTH 540 may all be repeated once for credit

Area of Specialization (minimum 12 hours)

Business Concentration
Required courses:
BUSN 542M MBA Foundations I (3 hrs)
BUSN 543M MBA Foundations II (3 hrs)
BUSN 605 Law and Ethics (3 hrs)
BUSN 630 Marketing Management (3 hrs)

Electives:
BUSN 610 Management of Organizations (3 hrs)
BUSN 615 Economics Managerial Decisions (3 hrs)
BUSN 655 Consumer Behavior (3 hrs)
BUSN 663 Creative Connections (3 hrs)
ODEV 632 Conflict Management (3 hrs)

Education Concentration
Required courses
EDUC 530 Teaching Children with Special Needs (3 hrs)
EDUC 504 Classroom Management & Conflict Resolution (3 hrs)
EDUC 514 Educational Technology (3 hrs)
EDUC 525 Diversity in Schools (3 hrs)

Electives:
EDUC 510 Educational Psychology (3 hrs)
EDUC 551 Teacher as Researcher (3 hrs)
EDUC 552 Seminar & Reflective Practice (3 hrs)
EDUC 680 Action Research (3 hrs)
ODEV 632 Conflict Management (3 hrs)

Healthcare Concentration
Required Courses:
NURS 624 Health Policy (3 hrs)
NURS 628 Informatics in Health Care (3 hrs)
NURS 630 Data Interpretations (3 hrs)
NURS 651 Professionalism and Ethics in Clinical Leadership (3 hrs)

Electives:
ODEV 632 Conflict Management (3 hrs)
NURS 546 Financial Management in Healthcare Org (3 hrs)
NURS 616 Healthcare Administration (3 hrs)
NURS 633 Teaching & Learning in Nursing Education (3 hrs)

ACADEMIC POLICIES

*The section **Graduate Academic Policies** applies to all graduate students. See also important additional policies in **Student Rights and Responsibilities.***

The McColl School of Business Graduate Programs

The McColl School of Business educates students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities. We seek to prepare individuals for careers by providing high quality, innovative undergraduate and graduate business education which provides students the opportunity to develop business and management abilities. The McColl School offers a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond. Our vision is to build a brand that identifies the McColl School name with "leadership." We believe that organizations need leaders with integrity at all levels and that leadership can be learned. We also believe that beyond mastering basic business skills, students need to understand their own values and draw on their knowledge and values to influence people within their organizations and communities. We focus on leadership when recruiting faculty, developing curricular content and structure, connecting with our business community and conveying to our students the concepts of leadership in association with competence, character, and community.

Graduate Programs

There are three distinct programs leading to the Master of Business Administration (MBA) degree. The **Professional MBA** program allows flexibility in scheduling classes, most of which are offered on weekday evenings. Depending on the number of credit hours completed each term, the PMBA program can be completed in two to three years. The **Online MBA** is a cohort-based program and offers students two concentrations from which to choose: leadership or healthcare. The **Executive MBA** program meets on alternating Fridays and Saturdays for sixteen months. It is an intensive, integrated program in general management designed for people with substantial experience in managing people, assets or data.

The **Master of Science (MS) in organization development** is intended for working professionals who are interested in designing and leading organizational change. The program provides students with an understanding of the dynamics of organizational culture change in organizational systems.

The **Master of Science (MS) in executive coaching** is designed to meet the needs of working professionals and provides a low residency schedule in a cohort experience planned for the adult learner.

The **non-degree graduate Coaching Certificate program** is designed for those seeking to develop knowledge, skills and abilities in coaching. The certificate courses are offered through the organization development, executive coaching, or professional MBA programs.

In addition to graduate programs, the McColl School offers undergraduate majors in accounting, business, and finance leading to a Bachelor in Business Administration (BBA).

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information for these programs can be obtained at www.mccollschool.edu or by calling 704 337-2224. To contact the school by mail, write to The McColl School Graduate Admissions, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

Professional Master of Business Administration (MBA) Program

The Professional MBA program (PMBA) prepares students to be skilled managers and leaders. The curriculum stresses the interaction of the functional areas of business and emphasizes high standards of ethical and social responsibility. The curriculum is developed, taught and regularly updated by a faculty with strong academic and business experience. The faculty stress the need to develop communication and writing skills, international and cultural awareness and a comprehensive managerial perspective.

ADMISSION

In order to be considered for admission as a degree candidate to the PMBA program, an applicant must hold a baccalaureate degree from an accredited institution and have a strong undergraduate academic record.

Applications must include:

- a completed graduate application form including essays
- a resume
- an official score report from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) taken within the last five years
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Applications are reviewed on a rolling admissions basis. Applications are accepted and reviewed year-round.

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official of the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens also will accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 6 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Full Degree status

Full degree status is assigned to students who are pursuing a degree and who have met all admissions requirements.

Post-baccalaureate status

Post-baccalaureate status is accorded for up to two terms to those who have not yet submitted an acceptable GMAT or GRE score. A post-

baccalaureate student is subject to the following policies:

- A post-baccalaureate student must complete the same admissions procedures as other graduate applicants and must meet the standards for general admission into the PMBA program except for submission of the GMAT/GRE score. Post-baccalaureate students are subject to the academic regulations and standards required of full degree students.
- An acceptable GMAT or GRE score must be submitted in order to be changed to full degree status and continue in the program.
- The post-baccalaureate classification no implication that a student will be admitted to full degree status in the PMBA degree program.

Non-degree graduate status
Non-degree graduate status is assigned to students not pursuing a degree who are normally admitted for one term only. Non-degree graduate applicants are not required to submit essays, test scores or references. If a non-degree student later applies for, and is admitted to full degree status, courses taken in non-degree status may be applied to the degree program to which the student is admitted.

Applications must include:
- a completed graduate application form
- a resume
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Transient status
Transient status is assigned to a student who wishes to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only.

Applications must include:
- a completed graduate application form
- an official transcript from the home institutions sent directly from the institution to the McColl Graduate Admissions Office
- a letter of good standing from the home institution including permission to take a specific course or courses and evidence of completion of any prerequisites needed
- a non-refundable application fee
- an admissions interview

Admission on Academic Probation
When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. A student admitted on academic probation must meet the terms of probation set by his/her admission letter in order to be allowed to continue in the program.

CURRICULUM

Foundation courses
The foundation courses are designed to provide preparation for the core courses through an understanding of accounting, finance and statistics. There is an expectation that all PMBA students are comfortable with current applicable computer technology.

The foundation courses also provide an introduction to expectations of study and rigor needed in the PMBA program. However, the grades and the credit hours for foundation courses are not included in the grade point average for the MBA degree. These courses are graded on a Pass/No Record basis with Pass being at the level of B or better. A Pass is recorded on the transcript. A No Record does not appear on the transcript but is maintained internally. After receiving a grade of No Record in a foundation course (and provided the student is otherwise in good standing), a student may repeat the course only once. If the PMBA student does not pass the foundation course the second time, he/she will be ineligible to continue in the program.

Degree Requirements
The Professional MBA program requires 36 credit hours of core courses.

The core courses focus on the functional areas of business. The curriculum underscores the complexity and diversity of managerial decisions in national and international economies. Instruction is presented through various methods including extensive use of case studies.

Course Sequence for the PMBA Program
A student should meet with his/her advisor to develop a plan of study. This will insure that the courses are taken in proper sequence.

FOUNDATION COURSES

BUSN 542 MBA Foundations I
BUSN 543 MBA Foundations II

CORE COURSES

BUSN 600 Leadership Development
BUSN 605 Law and Ethics
BUSN 608 Managing in a Global Context
BUSN 612 Organizational Behavior
BUSN 615 Economics for Managers
BUSN 620 Managerial Accounting
BUSN 622 Managerial Finance
BUSN 630 Marketing Management
BUSN 635 Business Analytics
BUSN 645 Management Information Systems
BUSN 656 Operations Management
BUSN 650 Strategic Planning and Implementation

ACADEMIC POLICIES

*The section **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students in the PMBA program whether degree or non-degree.*

*See also important additional policies in **Student Rights and Responsibilities***

Grade Appeals

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading. If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor cannot be reached, the student should ask to meet with the Director of the PMBA program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Undergraduate enrollment in the PMBA Courses

Seniors at Queens with a cumulative grade point average of 3.5 or better may request approval of the student's undergraduate advisor and the PMBA student advisor to take a PMBA course. Approval must be granted prior to registration. Approval is not automatic. *See also undergraduate policies on **admission of undergraduates to graduate study**.* Students who wish to complete the PMBA program must first be admitted to the program to continue taking courses.

Pass/Fail

Some PMBA classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Pass / No Record

The Foundation courses, BUSN 542 and 543, are offered only on a Pass/No Record basis. A Pass is equivalent to a B or better. Course work evaluated below B is considered "No Record" and there is no notation on the transcript that the course was taken. The grades and the credit hours for foundation courses are not included in the grade point average for the MBA degree. Unless specified, a graduate (600 level) course may not
be taken on a Pass/No Record basis.

Satisfactory Academic Progress

Students must show progress toward completion of degree requirements

Graduation Requirements

PMBA students may receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required.

At the discretion of the McColl School of Business Student Qualifications Committee (MSB SQC), a student may be allowed to take additional course work to increase his/her grade point average.

However, in no case will more than six extra hours (two courses) be allowed for the purpose of increasing the student's grade point average to the required level. The MSB SQC will determine the course work that is to be taken. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications Committee (SQC)

The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees (MSB SQC). At the end of each term, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Probation

Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal
A PMBA student who earns an "F" in any course or three (3) Cs will be subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation.

If the student cannot be removed from probation the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Variation in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee

Online Master of Business Administration (MBA) Program

The Online MBA program (OMBA) prepares students to be skilled managers and leaders. The 24-month curriculum stresses the interaction of the functional areas of business and emphasizes high standards of ethical and social responsibility. The curriculum is developed, taught and regularly updated by faculty with strong academic and business experience and combines team-based learning with individual mentorship. The online MBA at Queens includes two campus residencies, one at the beginning of the program and one at the midpoint.

ADMISSION

In order to be considered for admission as a degree candidate to the OMBA program, an applicant must hold a baccalaureate degree from an accredited institution and have a strong undergraduate academic record.

Applications must include:

- Completed graduate application
- Official transcript(s) of all academic work beyond high school sent directly from the institution
- Written statement describing professional and personal goals and objectives.
- Two letters of academic or professional reference
- Resume outlining academic and professional background and recognitions, honors and awards

Applicants with less than three years of work experience after receiving the bachelor's degree and/or an undergraduate grade-point average below 3.0 may be required to submit an acceptable GMAT or GRE score.
Applications are reviewed on a rolling admissions basis. Applications are accepted and reviewed year-round.

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a

foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official of the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens also will accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 6 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Full Degree status
Full degree status is assigned to students who are pursuing a degree and who have met all admissions requirements.

Admission on Academic Probation
When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. A student admitted on academic probation must meet the terms of probation set by his/her admission letter in order to be allowed to continue in the program.

CURRICULUM

Foundation modules
The foundation modules are designed to provide preparation for the core courses through an understanding of accounting, finance, statistics and EXCEL. There is an expectation that all Online MBA students are comfortable with current applicable computer technology.

Results from the foundation modules are not included in the grade point average for the MBA degree. However, any required modules must be completed satisfactorily prior to taking a core course for which the module is a prerequisite.

Degree Requirements
The online MBA at Queens requires 36 credit hours (12 courses) consisting of nine core courses and three courses in either the Healthcare or Leadership concentration.

Core Courses (27 credit hours)

BUSN 681 Organizational Behavior
BUSN 682 Managerial Accounting
BUSN 683 Leadership Development
BUSN 684 Managing in a Global Context
BUSN 685 Managerial Finance
BUSN 686 Business Analytics
BUSN 687 Marketing Management
BUSN 688 Management Information Systems
BUSN 689 Operations Management

Concentrations (nine credit hours from one concentration)

Healthcare Concentration Courses
BUSN 693 Economics of Healthcare
BUSN 694 Legal and Ethical Issues in Healthcare
BUSN 695 Healthcare Policy and Strategy

Leadership Concentration Courses
BUSN 690 Economics for Managers
BUSN 691 Corporate Governance and Ethics
BUSN 692 Strategic Planning & Implementation

ACADEMIC POLICIES

*The section **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students in the OMBA program whether degree or non-degree.*

See also important additional policies in ***Student Rights and Responsibilities***

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading. If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor cannot be reached, the student should ask to meet with the Director of the Online MBA program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Pass/Fail
If a course is offered on a Pass/Fail basis, Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Satisfactory Academic Progress
Students must show progress toward completion of degree requirements

Graduation Requirements
OMBA students may receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required.

MSB Student Qualifications Committee (SQC)
The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees (MSB SQC). At the end of each term of study, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Probation
Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal
An OMBA student who earns an "F" in any course or three (3) Cs will be subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation.

If the student cannot be removed from probation the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Variation in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee.

Executive Master of Business Administration (MBA) Program

The Executive MBA program (EMBA) at the McColl School of Business is a two-year learning experience rich in opportunities for personal and professional growth. Program participants are experienced managers who refine and extend their skills and aptitudes to enhance their continued career development.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2224. To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

ADMISSION

The Admissions Committee seeks highly motivated applicants who have demonstrated success in management and who have the potential for significant additional responsibility. Applications must include:

- a completed graduate application form including essays
- a resume
- an official score report from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) taken within the last five years
- two letters of reference
- a statement of corporate support
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Applications are reviewed on a rolling admissions basis. Applications are accepted and reviewed year-round and admission may be possible until the first day of class.

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

All EMBA students are admitted with full degree status.

DEGREE REQUIREMENTS

The Executive MBA is a 54 credit hour program. The program is highly integrated, emphasizing the interconnectedness of business processes and management concepts.

Required Courses

EMBA 610 The Big Picture
EMBA 620 Anatomy of the Enterprise
EMBA 630 Control and Development
EMBA 640 Managing Strategically
EMBA 671 International Experience
EMBA 672 Consulting Project

ACADEMIC POLICIES

*The section **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students in the EMBA program.*

*See also important additional policies in **Student Rights and Responsibilities***

Registration

The Executive MBA office processes the registration for participants each term.

Evaluation System

Segments within each term are graded on a Pass/Fail basis, and one grade, Pass or Fail, is posted for each term on the transcript. In addition, the McColl Executive MBA faculty, at the conclusion of each term, provides written evaluative feedback on a participant's performance. Participants also receive substantial additional performance feedback from faculty and classmates. The written faculty commentary regarding performance is the primary vehicle used to judge overall participant performance.

Incomplete Status

A faculty member may assign Incomplete status . An I status automatically becomes a grade of F if the participant fails to satisfactorily make up incomplete work within one term.

Withdrawal from the Program

A participant who wishes to withdraw from the program should notify the Executive MBA office in writing. Upon withdrawal from the program, the status for the term in progress will be recorded as W (withdrawal). At the discretion of the McColl Student Qualifications Committee, a participant who withdraws may be permitted to return to the program.

Administrative Withdrawal

If a participant fails to return for the next term, the participant will be administratively withdrawn from the program. Also, a participant who simply stops attending classes (i.e. four weeks consecutively or four consecutive classes from an individual discipline) will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Graduate Admissions office to be considered for readmission. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Transfer of Courses

No courses are considered for transfer credit to the program.

Time Limit

The EMBA is normally completed in two years. If a student cannot complete the program in two years he/she may apply for an extension. In all cases completion must be in six years.

Graduation Requirements

EMBA students may receive a degree only after completing the entire two year sequence of courses.

MSB Student Qualifications Committee (SQC)

The McColl School faculty determines the academic standards, which are administered by the McColl Student Qualifications Committee. This committee reviews each case of academic difficulty to determine the appropriate action and academic status for the participant.

Academic Probation and Dismissal Continuation in the McColl Executive MBA program is based on the qualitative recommendation of the program faculty based on the participant's individual performance as outlined under "Evaluation System." program faculty evaluate a participant's performance as unacceptable, the faculty will refer the evaluation to the McColl Student Qualifications Com Should the mittee with a recommendation that the participant be placed on academic probation. The program faculty will review a participant on academic probation by the end of the subsequent term. The McColl Student Qualifications Committee, on the recommendation of the program faculty, approves removal from probation. Participants who do not receive a recommendation from the program faculty for removal from probation will be subject to dismissal from the program.

Variations in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee.

Master of Science (MS) in Executive Coaching

The Master of Science in Executive Coaching (MSEC) program is designed to meet the needs of working professionals and provides a low residency schedule using adult learning principles and various mediated learning technologies. Students participate in a cohort group designed to complete the program of study in two years.

Program residencies are scheduled in August, January, and May. Students are required to participate in all residency sessions ,to complete work independently, and to take part in work teams. Following the residencies, students and faculty continue to engage online to complete the course work.

The program curriculum is based on the Graduate School Alliance for Executive Coaching (GSAEC) curriculum standards guidelines, the International Coach Federation's (ICF) coaching competencies, and Board Certified Coach certification requirements.

ADMISSION

In order to be considered for admission as a degree candidate to the program, an applicant must hold a baccalaureate degree from an accredited institution and have seven years of professional work experience.

Applications must include:

- a completed graduate application form including essays
- a resume
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified

transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status
Students are admitted to the executive coaching program with full degree status.

Admission on academic probation
When an applicant to the program presents a marginal undergraduate record or less than seven years of professional work experience, the admissions committee may admit that person on academic probation. Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Admissions eligibility
Applicants are expected to begin the program with the first residency of a cohort. If the applicant is unable to begin as expected, he/she must wait for the next cohort to begin at which time he/she is subject to the admissions standards and curriculum requirements in the subsequent catalog of entry.

DEGREE REQUIREMENTS

The graduate program in Executive Coaching is a 36 credit hour program leading to the Master of Science (MS) degree.

Course Sequence
In the unusual circumstance in which a student misses a term of study, the Program Director will coordinate the sequence of re-entry as some courses are taught in sequential order - e.g., MSEC 605 must be completed before taking MSEC 630; MSEC 630 must be completed before MSEC 645; MSEC 615 must be completed before taking MSEC 625; and MSEC 675 should be the last course taken. No elective courses are offered.

Required Courses:
All courses are 3 credit hours except MSEC 675 which is 6 credit hours.

MSEC 605 Coaching Theories and Practice
MSEC 610 Human Development and Leadership
MSEC 615 Understanding and Applying Research
MSEC 620 Interpersonal & Cross Cultural Communication
MSEC 625 Applied Assessments & Measurement
MSEC 630 Adv Coaching Theories & Practice
MSEC 635 Group and Team Dynamics
MSEC 640 Business Acumen
MSEC 645 Executive Coaching Practicum
MSEC 650 Practice Development & Management
MSEC 675 Capstone in Executive Coaching

Academic Policies

*The catalog section of **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students in the MSEC program.*

*See also important additional policies in **Student Rights and Responsibilities***

Undergraduate Enrollment
An undergraduate student may not enroll in an MSEC course.

Satisfactory Academic Progress
Students must show progress toward completion of the degree requirements.

Graduation Requirements
Students in the executive coaching program may receive a degree only after satisfactorily completing all of the program requirements including all residencies and all special project assignments. A grade point average of 3.0 or better is required. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications Committee (SQC)
The McColl School faculty has established standards of satisfactory academic progress, which are administered by its Student Qualifications Committee (SQC). At the end of each term the committee reviews the academic record of each student who is in academic difficulty.

Academic Probation and Dismissal
A student who earns an "F" in any course or three (3) C's will be subject to dismissal from the program and from the University. A student will be placed on probation if his/her grade point average falls below 3.0. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. If the student cannot be removed from probation, the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Variations in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading.

If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor cannot be reached, the student should ask to meet with the Director of the MSEC program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Withdrawal from the Program
A participant who wishes to withdraw from the program should notify the MSEC Program Director in writing. Upon withdrawal from the program, the status for the term in progress will be recorded as W (Withdrawal). At the discretion of the McColl SQC, a participant who withdraws may be permitted to return to the program within one calendar year.

Administrative Withdrawal
If a participant fails to attend a term, the participant will be administratively withdrawn from the program. Also, a participant who simply stops attending classes during the residency session or stops participating in distance learning programs will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Graduate Admissions office to be considered for readmission. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Time Limit
The executive coaching program is normally completed in 24 months. If a student cannot complete the program in 24 months he/she may apply for an extension. In all cases completion must be within six years.

Transfer Courses
Due to the nature of the program, graduate credits may not be transferred from another institution.

Incomplete Status
A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he/she cannot complete final assignments before the end of the term. After discussion with the student, if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the

Registrar. This status must be changed within one year of the end of the term in which the status was recorded. The student has until this time to complete the missing work. After this time the student will be assumed to have abandoned the class and the instructor or the Registrar will change the status as appropriate. Neither credit hours nor grade points are awarded for a course whose status is "I". A student with a status of "I" in a course sequence required course will not be allowed to register for the next course in the sequence (See "Course Sequence" section).

Master of Science (MS) in Organization Development

The Master of Science in Organization Development (MSOD) program is intended for working professionals who are interested in designing and leading organizational change. Grounded in the behavioral and management sciences, the MSOD program provides students with an understanding of the dynamics of organizational culture change in organizational systems.

The McColl School of Business Graduate Admission offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2224. To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

ADMISSION

In order to be considered for admission as a degree candidate to the MSOD program, an applicant must hold a baccalaureate degree from an accredited institution and have at least five years of professional work experience.

Applications must include:

- a completed graduate application form including essays
- a resume
- an official score from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) taken within the last five years
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate

Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541.
The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission,
successful completion of the ELS Language Centers' English language program at level 112.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status
Full Graduate Status
Full degree status is assigned to students who are pursuing a degree and who have met all admissions requirements.

Post-baccalaureate status
Post-baccalaureate status is accorded for up to two terms only to those who have not yet submitted an acceptable GMAT or GRE score. A post-baccalaureate student is subject to the following policies:

- A post-baccalaureate student must complete the same admissions procedures as other graduate applicants and must meet the standards for general admission into the MSOD program except for submission of the GMAT/GRE score. Post-baccalaureate students are subject to the academic regulations and standards required of full degree students.
- An acceptable GMAT or GRE score must be submitted in order to be changed to full degree status and continue in the program.
- The post-baccalaureate carries with it no implication that a student will be admitted to full degree status in the MSOD degree program.

Non-degree graduate status
Non-degree graduate status is assigned to students not pursuing a degree who are normally admitted for one term only Non-degree graduate applicants are not required to submit essays, test scores or references. If a non-degree student later applies for, and is admitted to full degree status, courses taken in non-degree status may be applied to the degree program to which the student is admitted.

Non-degree applications must include:
- a completed graduate application form
- a resume
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Admission on academic probation
When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

DEGREE REQUIREMENTS

The Master of Science in Organization Development is a 36 credit hour program including 27 credit hours of core courses and 9 credit hours of electives.

Course Sequence

A student should meet with his/her advisor to develop a plan of study. This will ensure that the courses are taken in proper sequence.

ODEV 675 may be taken only after all other core courses are completed.

Core Courses

ODEV 600 Leadership Development
ODEV 604 Business Acumen
ODEV 625 Intro to Organization Development
ODEV 626 Organizational System Change
ODEV 635 Interpersonal and Group Dynamics
ODEV 640 Intro to Coaching Theories and Application
ODEV 672 Research Methods
ODEV 675 Capstone Practicum in Organization Development

Elective Courses (choose 3)

ODEV 605 Law and Ethics
ODEV 612 Organizational Behavior
ODEV 632 Conflict and Negotiation
ODEV 645 Adv Coaching Theories and Practice
ODEV 650 Coaching Practicum
ODEV 653 Entrepreneurship
ODEV 654 Personality Assessments for Work
ODEV 656 Management Consulting
ODEV 657 Transformational Change
ODEV 663 Creative Connections
ODEV 665 International Experience
ODEV 670 Topics in Organization Development (Topics vary; prerequisites vary by topic.)
ODEV 680 Independent Study

ACADEMIC POLICIES

*The section **Graduate Academic Policies** applies to all graduate students. The following policies supplement or modify those policies for students, whether degree or non-degree, in the MSOD program.*

*See also important additional policies in **Student Rights and Responsibilities***

Undergraduate Enrollment

An undergraduate student may not enroll in an MSOD course.

Pass/Fail

Some MSOD classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Satisfactory Academic Progress

Students must show progress toward completion of degree requirements.

Grade Appeals

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and the transcription of grades), not the qualitative and subjective elements of grading.

If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor is not reached, the student should ask to meet with the Director of the MSOD program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Graduation Requirements

MSOD students may receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required.

At the discretion of the McColl School of Business Student Qualifications Committee (MSB SQC), a student may be allowed to take additional course work to increase his/her grade point average.

However, in no case will more than six extra hours (two courses) be allowed for the purpose of increasing the student's grade point average to the required level. The MSB SQC will determine the course work that is to be taken. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications Committee (SQC)

The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees (MSB SQC). At the end of each term, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Probation
Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal
A MSOD student who earns an "F" in any course or three (3) Cs will be subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation.

If the student cannot be removed from probation the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Variation in Degree Requirements
Any change in degree requirements must be approved by the McColl Student Qualifications Committee.

Non-Degree Coaching Certificate Program

The Coaching Certificate program (CCP) is designed for those seeking to develop knowledge, skills and abilities in coaching, either in a non-degree program of study, or in conjunction with a masters degree at Queens. The CCP program is intended for the individual who already holds a baccalaureate, masters or doctoral degree.

The program curriculum is based on the Graduate School Alliance for Executive Coaching (GSAEC) curriculum standards guidelines, the International Coach Federation's (ICF) and Board Certified Coach competencies and certification requirements. The required courses focus on coaching theories and practice, the methods of coaching and the skills needed to coach individual and/or groups. The certificate may be earned separately, or as part of the MSOD or MSEC programs at Queens.

Degree candidates in a master's program at Queens should contact the McColl Graduate Admissions Office for information about completing the Coaching Certificate. Individuals who wish to complete only the Coaching Certificate should apply to the McColl School of Business as non-degree graduate students.

Admission to the Coaching Certificate Program
In order to be considered for admission as a non-degree student in the coaching certificate program, an applicant must hold a baccalaureate degree from an accredited institution and have at least five years of professional work experience.

Applications must include:

- a completed graduate application form
- a resume
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a non-refundable application fee
- an admissions interview

Coaching Certificate - MSOD Track
The MSOD track is done in conjunction with the Master of Science in Organization Development.

The courses can be completed in three to five terms, depending on the number of courses taken in a term. Requirements for the Coaching Certificate include completion of 9 credit hours in theory, practice, methods, and skills required for coaching and 6 credit hours of electives for a total of 15 credit hours.

Required Courses - 9 Hrs.
ODEV 640 Intro to Coaching Theories & Application
ODEV 645 Adv Coaching Theories and Practice
ODEV 650 Coaching Practicum

Electives - 6 Hrs.
6 credit hours from MSOD courses or electives from other graduate programs with approval.

Coaching Certificate – MSEC Track
The MSEC Track provides a low residency program which can be completed in four terms. The curriculum is taken as part of the Master of Science in Executive Coaching program. Requirements for the Coaching Certificate in the MSEC program include completion of 12 credit hours of required courses and an elective for a total of 15 credit hours.

Required Courses - 12 Hrs.
MSEC 605 Coaching Theories and Practice
MSEC 620 Interpersonal & Cross Cultural Communication
MSEC 630 Adv Coaching Theories & Practice
MSEC 645 Executive Coaching Practicum

Electives - 3 Hrs.
Choose one of the following courses:
MSEC 610 Human Development and Leadership
MSEC 625 Applied Assessments & Measurement
MSEC 635 Group and Team Dynamics
MSEC 640 Business Acumen
MSEC 650 Practice Development & Management

ACADEMIC POLICIES
*The section **Graduate Academic Policies** applies to all degree and non-degree graduate students.*

*See also important additional policies in **Student Rights and Responsibilities***

The James L. Knight School of Communication Graduate Programs

Master of Arts (MA) in Communication

Consistent with Queens' liberal arts tradition, the mission of the Knight School Master of Arts in Communication program is to prepare consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve.

The last decade brought dramatic change to human communication. A hyper-connected global environment with ever-evolving digital and mobile forms of communication has transformed individuals, organizations, and societies in almost every industry and country. We are faced with unanticipated communication challenges and opportunities.

Curiosity, passion, innovation, and an entrepreneurial spirit are needed to solve today's communication problems and envision tomorrow's possibilities. By integrating multidisciplinary and boundary-breaking conceptions of communication, the Knight School MA in Communication program provides students with the knowledge, skills, and critical thinking needed to explore a variety of communication issues and achieve greater rewards in their chosen futures.

The Knight School believes that the ability to ask the best questions and know where and how to look for evolving answers is the best way to prepare our graduates to contribute and succeed in today's complex world. Success in the MA in Communication program is not about finding the "right" answer, but about asking the right questions and developing the skills and approaches needed for continued and engaged learning throughout life.

We actively engage students in the classroom through an intimate, safe learning environment in which they can ignite personal passions, gain valuable skills, and incubate new ideas. In their required courses, MA in Communication students hone their ability to access information, analyze and evaluate messages and texts, create content, reflect on social and ethical considerations, and engage in communities across all communication platforms. Then, students choose among context-specific electives to create an individualized plan of study that meets their interests and goals and allows them to develop mastery in a particular area. Students gain skills communicating with diverse audiences using a variety of traditional and digital platforms and examine topics such as interactive media, strategic communication with a global audience, organizational image and branding, and visual communication. Students also investigate a range of communication dynamics such as culture in a networked society, creativity and innovation, leadership and the management of meaning, and social entrepreneurship. Regularly scheduled special topic courses focus on emerging issues and technologies, allowing students to stay current with cutting-edge knowledge and skills. As part of its Knight Foundation grant, the Knight School is committed to providing students critical skills in accessing, analyzing, and creating content on a variety of digital platforms.

MA in Communication students complete the program by translating a personal passion into practice with a year-long project. They develop an original inquiry question about an important communication topic and/or challenge, allowing them to graduate with a completed project or initiative ready for implementation. Knight School MA in Communication students graduate prepared to make a difference, whether it is increasing organizational success, launching an entrepreneurial endeavor, or addressing a community or societal problem or need.

The program includes 36 credit hours of coursework. A student completes 18 credit hours of course requirements and an additional 18 credit hours of coursework of his or her choosing.

Online MA in Communication

In addition to the traditional on-ground program, the MA in Communication is also offered online. The online curriculum includes the same 18 credits of core requirements as the on-campus program, plus a set track of 18 additional credits.

ADMISSION

Requirements for Admission

Requirements for admission into the MA in Communication program include:

1. Bachelor's degree from an accredited college or university.
2. Completed application which includes:
   - Application form
   - Resume' outlining academic and professional background and recognitions, honors, and awards.
   - Written statement describing professional and personal goals and objectives. For more information, read the Personal Statement Guidelines.
   - Non-refundable $75 application fee.
3. Supporting documents which include:
   - Official transcripts of all post-secondary academic course work that demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. Note: Applicants with a cumulative GPA below 3.0 must provide acceptable GRE scores from within the past five years (Scores before August 1, 2011: Verbal 500 /Quantitative 410/Analytical 4.0. Scores after August 1, 2011: Verbal 153/Quantitative 140/ Analytical 4.0). Applicants with greater than five years of professional work experience may appeal the GRE requirement.
   - Two letters of academic or professional reference submitted in sealed envelopes.

An interview with the Admissions Committee may be requested.

International Student Admission

International students applying to a graduate program must meet all academics requirements as well as any additional requirements as outlined by the individual program.

Transcripts: If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org).

Standardized Test Scores: Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Full Graduate Status

Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 3.0 or above must provide an acceptable GRE score from within the past five years. Applicants with greater than five years of professional work experience may appeal the GRE requirement.

Admission on Probation

Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program. Terms may vary from student to student depending upon academic and work experience.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status

Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 3.0.

Transient Status
Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

For More Information
Those interested in the graduate program should contact the Graduate Admissions Office at 704-337-2313 for information or an application.

REQUIREMENTS FOR THE DEGREE

Core Requirements (18 hours)
COMM 601 Communication Fluency
COMM 610 The Social Creation of Organizing
COMM 613 Constructing Messages and Audiences
COMM 616 Communicating Mindfully
COMM 680 Expanding Communication Boundaries
(COMM 680 should be taken in the Fall term immediately prior to COMM 681 in the Spring term of graduation)
COMM 681 Launching Passion into Practice
(Prerequisite: Successful completion of COMM 680 with a B or higher and approval of a final project proposal)

Plus an additional 18 hours of coursework chosen from the following courses:

*Note: All elective options are available in the on-campus program. Students enrolled in the online program will complete the additional 18 hours in a set track * of online courses.*
COMM 624 Communication and Culture in a Networked Society*
COMM 629 Leadership, Empowerment, and the Management of Meaning*
COMM 634 Organizations, Technology and the Changing Nature of Work
COMM 638 Strategic Communication for Global Audiences *
COMM 642 Interactive Media and Storytelling
COMM 646 Engaging Community in the Digital Age
COMM 650 Independent Study
COMM 655 The Mediated Self and Changing Relationships *
COMM 658 Creativity and Networks *
COMM 662 Mediated Constructions of the Life Cycle
COMM 664 Organizational Identity and Brand *
COMM 665 International Experience
COMM 668 Special Topics in Communication *(repeatable as needed)*
COMM 670 Directed Topics in Communication *(repeatable for a total of 6 hours)*
COMM 674 Social Entrepreneurship
COMM 676 Visual Rhetoric and the Influence of Aesthetics

CLASS SCHEDULING
Each class in the on-campus program typically meets once a week, either one weeknight or Saturday. Classes in the online program follow an asynchronous, 100% online format.

ACADEMIC POLICIES
The section **Graduate Academic Policies** applies to all degree and non-degree graduate students in the School of Communication. *See also important additional policies in **Student Rights and Responsibilities***

The following additional policies also apply to communication graduate students:

1. Students earning a C grade in COMM 601 Communication Fluency may be subject to dismissal from the program.

2. A student admitted on academic probation in the School of Communication should follow the terms of probation set by his or her admission letter but may enroll in no more than two courses during their first term of study.

The Wayland H. Cato, Jr. School of Education Graduate Programs

The Cato School of Education's graduate programs at Queens support the University's mission of providing educational experiences that transform students' lives and foster personal and professional success. Queens University of Charlotte believes that each individual has a responsibility to society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

Graduate programs include the Master of Arts in Teaching (MAT) (K- 6), the Master of Education in Literacy (MED) (K-12), the Master of Arts in Educational Leadership, (MEL) and post-baccalaureate licensure programs in Elementary Education (K-6); Biology, Chemistry, English, History, Mathematics, Social Studies (9-12); and French and Spanish (K-12).

Degrees & Licensure Areas
Master of Arts in Teaching (MAT) K-6
Master of Education (MEd) in Literacy K-12
Master of Arts (MA) in Educational Leadership K-12

CATO SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: INDEPENDENT LEARNER

The goal of Queens University of Charlotte's teacher preparation program is to ensure candidates demonstrate the characteristics of a Queens graduate. Thus, the conceptual framework of the Wayland H. Cato, Jr. School of Education is fully aligned with the University's mission to nurture intellectual curiosity, promote global understanding, encourage ethical living and prepare individuals for purposeful and fulfilling lives.

Our conceptual framework reflects a social constructivist view of learning. This is often conceptualized as a spiral in which learners continuously reflect on their experiences and develop increasingly stronger abilities to integrate new information at more complex levels. We believe that the education of teachers is multifaceted and should reflect the social context of learning as individuals create meaning through their interactions with each other and with the environment in which they live.

Retention in the Program
Retention in the program is based on the expectation that students demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Students may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

STATE LICENSURE
Queens University of Charlotte must meet all national and state mandates in order to retain program approval. Candidates must fulfill all national and state requirements in place at the time of application for licensure. In order to meet the requirements for licensure in the state of North Carolina, the student must complete their program and also meet additional requirements mandated by the North Carolina Department of Public Instruction.

ACADEMIC POLICIES

The section **Graduate Academic Policies** applies to all degree and non-degree graduate students in the Cato School of Education. *See also important additional policies in* ***Student Rights and Responsibilities***

Foliotek Requirement
Students admitted to any Graduate Education Program must register and pay for Foliotek, our assessment and portfolio management program. Student assignments and evidences will only be accepted in Foliotek.

Admissions Requirements for all Graduate Education Degree Programs

1. Baccalaureate degree from a regionally accredited institution (MAT applicants: degree must NOT be Elementary Education)
2. Completed Graduate Admission Application
3. Official transcript(s) of all post-secondary academic course work
4. Cumulative grade point average of 2.500 or better on a 4.000 scale on all post-secondary course work
5. Written statement describing professional and personal goals and objectives
6. Two letters of recommendation from current or previous supervisors, or a letter of nomination from candidate's school system, showing proof of required teaching experience (MAT-n/a, MED-2 years, MEL-5 years upon completion of program)
7. A valid NC Teaching License (MED only)
8. Optional Graduate Record Examination (GRE) scores
9. Official, passing Praxis I, SAT or ACT scores. (MAT only)

INTERNATIONAL STUDENT ADMISSION

International students applying to a graduate program must meet all academic requirements as well as any additional requirements as outlined by the individual program. If you attended a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org). A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

STUDENT STATUS

Full Admission
Is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate grade point average, acceptable test

scores and the satisfactory completion of any required preparation or licensure required courses.

Provisional Admission
Students who are provisionally admitted to the University must meet the requirements for full admission in order to continue taking courses at Queens. Provisional admission is granted for ONLY ONE TERM to a student who is missing one or more admissions requirements but shows academic promise.

Probationary Admission
Students accepted on probation must meet the requirements outlined in their acceptance letter in order to continue enrollment at Queens.

NON-DEGREE ADMISSION

Non-Degree Graduate Status
A student who wishes to take graduate courses for teaching license renewal or other personal reasons, but not for a degree, will be classified as having non-degree graduate status. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and meet the standards for general admission into a graduate program. Unless enrolled in a specific program, a non-degree graduate student may not take more than nine credit hours. After completion of nine credit hours, the student must apply as a degree candidate or receive special permission in order to continue.

Non-Degree Transient Status
A student who wishes to take a graduate course to transfer to another institution will be classified as a transient student. Generally, a transient student is admitted for one term only. Transient students must complete a graduate application, submit a copy of a transcript and a letter of good standing from their home institution, and receive special permission from the Cato School of Education.

Master of Arts in Teaching (MAT) K-6

The MAT program is designed to offer North Carolina licensure in Elementary Education to those who have undergraduate degrees in majors other than Education. Queens University of Charlotte has a long-standing commitment to provide educators with the skills necessary to deal with the complexities of today's 21st century classroom setting. Faculty provide opportunities for candidates to develop insights into the understanding of the theoretical and philosophical bases for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum issues and trends. Faculty ensure candidates develop the ability to use and synthesize data to provide a developmentally appropriate learning environment for elementary students. The faculty ensures every candidate has ample opportunities to implement newly learned strategies in the classroom and then are provided with immediate, constructive feedback. This practice scaffolds candidates' learning while helping them to develop knowledge and understanding of theories and principles of human growth, development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children.

Candidates earning their MAT at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing and shaping the lives of children.

GOALS

The MAT program will:

- Provide opportunities for the teacher to develop insights into the understanding of the theoretical and philosophical basis for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum movements and trends
- Develop the teacher's understanding of the nature of the learner, the learning process and the evaluation of learning
- Assist the teacher in gaining insights and skills in the use of techniques of research and in designing and carrying out research projects
- Provide the teacher with a concentrated study of the instructional areas of elementary curriculum
- Develop the teacher's ability to synthesize information and resources to provide a developmentally appropriate living/learning environment for elementary children
- Promote increased understanding of advanced computer skills and integrate technology into the curriculum

OBJECTIVES

The MAT program will:

- Develop knowledge and understanding of theories and principles of human growth and development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children
- Develop an understanding of the basic principles of curriculum planning and implementation of a developmentally appropriate, comprehensive integrated classroom program
- Develop knowledge of learning strategies and models consistent with the developmental needs of elementary school children and reflective of proven educational practice and research
- Develop knowledge of effective instructional practices and assessment strategies which apply language and literacy research and theory to the planning of an integrated literature and communication process throughout the curriculum
- Develop knowledge and understanding of mathematical concepts and processes and their implications for developing learning environments which focus on the importance of learning through concrete and manipulative experiences and on fostering positive attitudes towards Mathematics
- Develop knowledge of science concepts, principles, and experiences that will enable teachers to provide integrated, discovery-centered, teacher-facilitated classroom science programs which are developmentally appropriate for elementary school children

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING

Professional Course Work

The MAT is a two phase program consisting of 42 hours of graduate professional education course work in Phase I and 9 hours of graduate professional education course work in Phase II. All students must earn a grade of C or better in all courses. A 12 credit hour student teaching

internship in the Charlotte-Mecklenburg School System (CMS) is required. This experience is the capstone of Phase I. Enrollment in EDUC 499 Professional Internship takes place only after the completion of all Phase I course work.

Program of Study
The MAT program is designed to offer North Carolina licensure in Elementary Education to those who have undergraduate degrees in majors other than education. The program is structured in two phases. At the end of Phase I, candidates apply for initial Standard Professional I A level licensure. Courses in Phase II cannot be taken prior to finishing Phase I or prior to obtaining the A initial level license. At the end of Phase II, candidates earn the MAT and upgrade to an advanced masters level license. (Standard Professional II).

Suggested Course Sequence
Students may begin the MAT program in any term-fall, spring or summer. A sequence of courses can be developed for individual students by the Education Advisor.

EDUC 518 Foundations and Curriculum in Elementary Education should be taken as early in the program as possible.

EDUC 527 Teaching Reading & Other Language Arts should be taken before EDUC 524 Diagnostic and Corrective Reading Techniques.

Transition Points in the Teacher Licensure Program

Application to the Teacher Education Program
Students must apply and be admitted to the Cato School of Education for admission to the Teacher Education Program prior to completing four courses in the MAT Program.

Requirements for TEP admission:
- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members
- completed Disposition Self Assessment Form
- cumulative grade point average of 2.75
- acceptable scores on the ACT, the SAT, or Praxis I
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee

Foliotek Requirement
Students admitted to the MAT Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Student assignments and evidences will only be accepted in Foliotek.

Retention in the Program
Retention in the program is based on the expectation that students demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Students may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:
- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

Application for Student Teaching
Students must apply for student teaching in the term preceding their planned student teaching semester (EDUC499). All course work required for the MAT Program must be completed before the student teaching semester.

Requirements for Student Teaching:
- Student Teaching Application and essays
- cumulative grade point average of 2.75
- grades of C or better in all education courses
- positive Disposition Assessments from faculty
- good standing with the University
- approval of the Teacher Education Committee

State Mandated Test
To be licensed in Elementary Education in North Carolina, candidates must pass the NC Foundations of Reading and General Curriculum Tests (Mathematics and Multi Subject subtests). Information and registration bulletins are available at www.nc.nesinc.com.

Technology Portfolio
To be licensed in North Carolina, candidates must

demonstrate computer competencies through portfolios. Information about the portfolio is distributed in EDUC 514 Educational Technology. This is required for initial licensure only.

DEGREE REQUIREMENTS

MAT PHASE I

The course of study for Phase I provides candidates with teaching competencies identified byThe North Carolina Department of Public Instruction (NCDPI).

EDUC 504 Classroom Management & Conflict Resolution
EDUC 510 Educational Psychology
EDUC 513 Mathematics Methods in Elem Ed
EDUC 514 Educational Technology
EDUC 518 Foundations & Curriculum in Elem Ed
EDUC 524 Diagnosis & Correction of Reading Difficulties
EDUC 527 Teaching Reading & Other Language Arts
EDUC 533 Science Methods in Elem Ed
EDUC 540 Social Studies Methods & Materials in Elementary Schools
EDUC 548 Content and Vocabulary Development in Elem Ed
EDUC 499A Professional Internship Elementary (12 hrs) or EDUC 498A Supervised Internship

Field Experiences

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in CMS in diverse K-6 settings. Field experiences related to methods courses will be arranged with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one, small group and whole class settings

MAT PHASE II

Phase II courses may not be taken before the completion of Phase I. Only candidates who have been recommended for licensure by Queens and who have received A level licensure may enroll in Phase II. The course of study for Phase II is designed to extend NCDPI competencies and match the core competencies required for advanced licensure.

EDUC 503 Educational Research and Evaluation
EDUC 525 Diversity in Schools
*EDUC 551 Teacher as Researcher
*EDUC 552 Seminar and Reflective Practice

*NOTE: EDUC 551 and EDUC 552 are co-requisites. Students enroll in EDUC 551 and EDUC 552 in the fall semester; however, these classes continue through the spring semester and final grades are awarded at completion of these courses in May. Once the degree is conferred, a student applies for advanced level M licensure.

Additional Phase II Requirements:

The Action Research Project is the culminating activity for Phase II. Candidates conduct original research as part of EDUC 551 Teacher as Researcher and report it as a publishable paper, and present it at an Action Research Symposium.

Master of Education (MEd) in Literacy K-12

Teachers need more than exceptional teaching skills to provide students with an experience that will help them to be successful readers. They need to possess the ability to use a variety of assessments and data to plan developmentally appropriate lessons for all students in all facets of a Balanced Literacy Approach. In keeping with the University's long-standing commitment to provide educators with the skills needed to deal with the complexities of today's 21st century classroom setting throughout the M.Ed. in Literacy K-12 program, specific strategies are taught through a hands-on, authentic literacy approach. The faculty ensures every candidate has ample opportunities to implement newly learned strategies in their own classroom and then are provided with immediate, constructive feedback. This practice scaffolds candidates' learning while helping them develop a Balanced Literacy Approach and perspective of teaching in order to ensure a positive impact on student literacy knowledge.

Candidates earning the M.Ed. in Literacy at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing, and shaping the lives of children.

The Master of Education in Literacy prepares candidates to become leaders in literacy education. Satisfactory completion of the degree program requirements prepares candidates for an M level North Carolina License in Reading (K-12).

The program includes a culminating experience working in an intensive one-on-one setting after completing the majority of coursework for the degree. This clinical experience provides candidates with a unique opportunity to apply their newly acquired knowledge in a supervised setting, helping them strengthen their skills to become the most successful Reading Specialist, Literacy Facilitator, or Literacy Coach. Prior to engaging in the experience, candidates have demonstrated understanding of a Balanced Literacy Approach, implementing individual assessments, diagnosing literacy needs, developing plans to meet the needs of students, and providing instruction to meet established literacy goals.

DEGREE REQUIREMENTS

EDUC 601 Educational Research & Evaluation
EDUC 608 Diversity in Schools
EDUC 615 Word Study
EDUC 630 Foundations of Reading
EDUC 640 The Teaching of Writing
EDUC 650 Assessment, Diagnosis, & Instruction to Remediate Reading Difficulties *(Co-requisite EDUC 660)*
EDUC 660 Practicum in Reading Diagnosis
EDUC 670 Current Issues & Practices in Literacy
EDUC 680 Action Research
EDUC 690 Seminar in Collaborative Leadership & Professional Development

Additional Requirements

- Professional Portfolio
- Action Research Project
- Earn a grade of C or better on all courses

Foliotek Requirement

Students admitted to the MED Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Student assignments and evidences will only be accepted in Foliotek.

Master of Arts (M.A.) in Educational Leadership K-12 Online Program

Principals and school administrators need more than just exceptional teaching skills to steer their schools to success amid today's challenges in education. They need the leadership ability to inspire improvement and the analytical and business skills to see it through. In keeping with the University's longstanding commitment to nurturing educators' professional and personal growth, the online Master of Arts in Educational Leadership prepares students to become effective K-12 principals and administrators through courses offered in a flexible online format.

The online M.A. in Educational Leadership teaches educators to identify and use their natural leadership style, how to analyze data to create a road map for improvement, and administrative responsibilities including human resource management, education law, building diversity and more. Satisfactory completion of the degree program requirements prepares candidates for K-12 Principal Licensure in North Carolina. The program includes 6 hours of internship where the interns will work with their principals to gain valuable experience in transitioning from the role of classroom teacher to that of administrator.

DEGREE REQUIREMENTS
EDUC 610 Building Community
EDUC 612 Leading Diversity
EDUC 631 Supervision to Improve Instruction
EDUC 642 Leading in a Global Society
EDUC 646 Professional Learning Communities
EDUC 652 Leading in Human Resources & Finance
EDUC 667 Education Law and Ethics
EDUC 671 Curriculum Development & Implementation
EDUC 676 Improving Instruction Using Data
EDUC 695 School Executive Internship I
EDUC 696 School Executive Internship II
Program Total: 33 Semester Hours

School Executive Internship
Interns will meet with their mentors (principals or assistant principals) within the first two weeks of EDUC 695: School Executive Internship I to design the internship, which will be school-specific and designed around the North Carolina Standards for School Executives. A minimum of 100 hours per semester should be logged. Interns will also submit a paper about the internship experience.

Additional Requirements:

- The Capstone Requirement for this program is an Action Plan for Continuous School Improvement. Interns will gather data in their own schools throughout the program, identify goals for school improvement, and write a plan to implement strategies to reach those goals.
- Earn a grade of C or better in all courses.

Foliotek Requirement
Students admitted to the MEL Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Student assignments and evidences will only be accepted in Foliotek.

Non-Degree Program: The Post-Baccalaureate Teacher Licensure

The Cato School of Education offers programs for post-baccalaureate, non-degree candidates seeking initial North Carolina A level licensure. Queens University of Charlotte is approved by the state of NC to offer licensure in the following areas:

- Elementary Education (K-6)
- Secondary Education (9-12) in the areas of Biology, Chemistry, English, History, Mathematics and Social Studies.
- Spanish or French (K-12)

With the exception of the student teaching practicum, all education course work can be completed in the afternoon. Content area courses required for secondary licensure (9-12) in English are offered in the evenings. History or social studies (9-12) may be completed at night over a longer period of time. Content courses for licensure in other areas of secondary (9-12) and Spanish or French (K-12) are available for students who can take classes during the day.

ADMISSION

Application Requirements

To be considered for admission to the Post-Baccalaureate Licensure Program, an applicant must:

1. Hold a baccalaureate degree from a regionally accredited institution with a major in the subject area for which secondary licensure is sought, or for elementary licensure, hold a baccalaureate degree from a regionally accredited institution.
2. Submit a completed graduate application form, including the non-refundable $40 application fee
3. Submit official transcript(s) of all post-secondary academic course work in sealed envelopes. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate Education Admissions Office.
4. Have a cumulative grade point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work
5. Submit two letters of professional reference
6. Submit satisfactory scores on the Praxis I, ACT or SAT
7. Select applicants will be asked to provide official, passing Praxis II scores

Foliotek Requirement

Students admitted to the Post-Baccalaureate Teacher Licensure Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Student assignments and evidences will only be accepted in Foliotek.

International Student Admission International students applying to a graduate program must meet all academic requirements as well as any additional requirements as outlined by the individual program. If you attended a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org). A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program. International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

STUDENT STATUS

Full Admission

Is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate grade point average, acceptable test scores and the satisfactory completion of any required preparation or licensure required courses.

Provisional Admission

Students who are provisionally admitted to the University must meet the requirements for full admission in order to continue taking courses at Queens. Provisional admission is granted for ONLY ONE TERM to a student who is missing one or more admissions requirements but shows academic promise.

Probationary Admission

Students accepted on probation must meet the requirements outlined in their acceptance letter in order to continue enrollment at Queens.

Transition Points in the Teacher Licensure Program

Application to the Teacher Education Program
Students must apply and be admitted to the Cato School of Education for admission to the Teacher Education Program prior to completing four education courses for the Elementary Education Program or two education courses for the Secondary Education Program.

Requirements for TEP admission:
- completed TEP application and essay
- positive Disposition Assessments by two Queens faculty members
- completed Disposition Self Assessment Form
- cumulative grade point average of 2.75
- acceptable scores on the ACT, the SAT, or Praxis I
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee

Retention in the Program
Retention in the program is based on the expectation that students demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Students may be removed from the program upon receiving a negative Disposition Assessment from a faculty member or showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:
- knowledge of subjects taught
- ability to impart that knowledge
- grades of C or better in all education courses
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- positive Disposition Assessments from faculty members

Professional incompetence or negative Disposition Assessments are grounds for program dismissal and failure to recommend for licensure.

Application for Student Teaching
Students must apply for student teaching in the term preceding their planned student teaching semester (EDUC499). All course work required for the Education major must be completed before the student teaching semester. (Major and minor course work must be completed for Secondary students.)

Requirements for Student Teaching:
- Student Teaching Application and essays
- cumulative grade point average of 2.75
- grades of C or better in all education courses
- positive Disposition Assessments from faculty
- good standing with the University
- approval of the Teacher Education Committee

STATE-MANDATED TEST
To be licensed in Elementary Education in North Carolina, candidates must pass the NC Foundations of Reading and General Curriculum Tests (Mathematics and Multi Subject subtests). Information and registration bulletins are available at www.nc.nesinc.com. Secondary and Foreign Language students must take the Praxis II test in their respective content area. Information about the Praxis II can be found at www.ets.org/praxis/nc.

Technology Portfolio
(Elementary and Secondary Licensure) To meet Queens licensure requirements, candidates must demonstrate computer competencies through portfolios. Information about the portfolio is distributed in EDUC 270/514 Educational Technology. This is required for initial licensure only.

POLICIES
The sections ***Graduate Academic Policies*** and ***Student Rights and Responsibilities*** apply to degree and non-degree graduate students in the Cato School of Education.

Post-Baccalaureate students in the Cato School are also subject to the following additional policies:

- The post-baccalaureate classification carries with it no implication that a student will be admitted to a degree program.
- Once a student elects to enroll in the post-baccalaureate elementary teacher licensure program, he/she may not transfer into the graduate MAT program.
- Post-baccalaureate students must successfully complete all EDUC course work at Queens and NO transfer credit will be accepted.
- Students who successfully complete all licensure requirements, including student teaching, are recommended for licensure by Queens University of Charlotte.

- Post-baccalaureate students may take up to 9 credit hours of licensure requirements at the graduate level.
- Post-baccalaureate students must submit satisfactory scores on the NC Foundations of Reading and General Curriculum Tests (Mathematics and Multi Subject subtests) to be recommended for licensure in Elementary Education.
- Secondary and Foreign Language students must take the Praxis II test in their respective content area. Information about the Praxis II can be found at www.ets.org/praxis/nc.
- Post-baccalaureate students must submit a Technology Portfolio.
- Each candidate for teacher licensure must meet with an advisor to plan an individual schedule of courses. Students should thereafter meet with their advisor on a regular basis.
- The student may register for any course for which the prerequisites have been satisfied.

PROGRAMS OF STUDY

Course Requirements for Elementary Education (K-6)

EDUC 224 or EDUC 518 Foundations and Curriculum in Elementary Schools 1st
EDUC 270 or EDUC 514 Educational Technology (Co/Pre 224)
EDUC 310 or EDUC 510 Educational Psychology NO Pre-req
EDUC 319 Using Data to Drive Instruction NO Pre
EDUC 401 Teaching Reading & Other Language Arts (Pre 224)
EDUC 402 Diagnosis & Correction of Reading Difficulties (Pre 401)
EDUC 404 Mathematics Methods in Elementary Education NO Pre-req
EDUC 411 Social Studies Methods & Materials in Elementary Schools No Pre-req
EDUC 412 Science Methods in Elementary Education NO Pre
EDUC 435 Word Study (Pre 224)
EDUC 499A Professional Internship - Elementary

Requirements for Secondary Licensure (9-12) or Foreign Language (K-12)

Candidate must hold a baccalaureate degree from a regionally accredited institution with a major in the subject area for which secondary licensure is sought. Additional content area courses may be needed for licensure. Interested students should see their advisor to determine if additional course work will be required.

Course Requirements for Secondary (9-12) or Foreign Language (K-12):

EDUC 222 Foundations of American Education – Secondary Students/Foreign Language K-12
EDUC 299 Exploratory Internship in Education (Foreign Language only)
EDUC 270 or EDUC 514 Educational Technology
EDUC 310 or EDUC 510 Educational Psychology
EDUC 319 Using Data to Drive Instruction
EDUC 330 Management of Student Environment, Work and Behavior
EDUC 345 Content Area Reading
EDUC 436 Secondary Methods & Materials or EDUC 444 Foreign Language Methods and Materials
EDUC 499C Professional Internship: Secondary or
EDUC 499D Professional Internship: Foreign Language or EDUC 498 Lateral Entry Supervised Internship

Academically and Intellectually Gifted Add-On Licensure Program

The AIG Add-On License is available to CMS nominated teachers only. Preparing AIG students to become productive and capable contributors to global society presents a unique challenge for classroom educators. In order to be successful, teachers must have a deep understanding of the social, emotional and cognitive needs of those students as well as the skills necessary to effectively deliver a curriculum that meets their complex and diverse needs. They must be aware of seminal legislation and policies guiding AIG instruction as well as keeping abreast of current trends and issues.

Queens University of Charlotte has developed an add-on licensure program that not only aligns with State Standards for AIG Teacher Candidates, but with the North Carolina Professional Teaching Standards as well.

Courses

EDUC 470 Introduction to Gifted Education
EDUC 471 Social & Emotional Needs of Gifted Students
EDUC 472 Developing Curriculum & Differentiated Instruction for the Gifted
EDUC 473 Methods & Models of Gifted Education

Foliotek Requirement

Students admitted to the AIG Program must register and pay for Foliotek, our assessment and portfolio management program, in the first term of enrollment. Student assignments and evidences will only be accepted in Foliotek

ANDREW BLAIR COLLEGE OF HEALTH

The Presbyterian School of Nursing Graduate Programs

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program is designed to prepare nurses as interdisciplinary, collaborative nursing leaders. Students acquire advanced knowledge of nursing theory, research, informatics, and health policy in addition to specialized knowledge in an academic/role "track" within the program. Integral to the program are interdisciplinary educational experiences.

Health Systems Management students have opportunities to synthesize nursing and business knowledge in diverse settings and through application of the research process. Graduates will be prepared to function as members of interdisciplinary executive level teams.

Nurse Educator students learn about curriculum development, teaching strategies and methods for student and program evaluation. Graduates are prepared to teach in academic or clinical settings.

Clinical Nurse Leader® students learn to care for patients with complex conditions and work with interdisciplinary teams to improve quality outcomes and efficiency of care for patient groups. Graduates are eligible to take the national certification exam for Clinical Nurse Leader®.

ADMISSION

Applications are accepted on a continuous, year-round basis. It is the applicant's responsibility to submit all application documents to allow sufficient time for review prior to the intended term of admission.

The following are required to be considered for admission to the MSN program*:

1. Completed Graduate Application
2. Official transcripts of all post-secondary academic course work, indicating evidence of :
    a. BSN degree earned at a regionally accredited institution and nursing program accredited by ACEN or CCNE. RNs with other bachelor's degrees will be considered on an individual basis.
    b. Evidence of a cumulative GPA and upper division nursing coursework GPA of at least 3.0 on a 4.0 scale. Upper division course work is defined as the junior and senior year of a traditional BSN program, all nursing course work in an accelerated BSN program, or nursing courses taken to complete the BSN portion of a RN-BSN program.
3. Evidence of a current unrestricted license to practice as a registered nurse in the state in which you will complete any practice requirements of the program.

Degree Requirements

The Master of Science in Nursing with a concentration in Nurse Educator , or Health Systems Management consists of 37 credit hours at the graduate level, including 19 credit hours in nursing core courses, and 18 credit hours in Specialty courses. The Master of Science in Nursing with the Clinical Nurse Leader® concentration consist of 38 credit hours, 19 credit hours in the nursing core courses and 19credit hours in specialty courses.

MSN Core Courses (required before specialty courses for all tracks):

NURS 612 Theoretical Foundation (3 Hrs.)
NURS 624 Health Policy (3 Hrs.)
NURS 628 Informatics in Health Care (3 Hrs.)
NURS 630 Data Interpretations (3 Hrs.)
NURS 632 Research Methods (3 Hrs.)
NURS 655 Integrative Clinical Concepts (3 Hrs)
NURS 656 Integrative clinical Concepts Practicum (1 Hr) – *75 Clinical Hours*

Health Systems Management Track Specialty Courses

BUSN 605 Law and Ethics (3 Hrs.)
BUSN 615 Economics for Managers (3 Hrs.)
NURS 546 Financial Management in Healthcare Organizations (3 Hrs.)
NURS 616 Health Care Administration (3 Hrs.)
NURS 634 Health Care Practicum (4 Hrs.)
150 clinical hours
NURS 670 Nursing Capstone Project (2 Hrs.)
NURS 671 Nursing Capstone Continuation *(1-2 Hrs, if needed)*

Nurse Educator Track Specialty Courses

NURS 620 Curriculum Building & Evaluation (3 Hrs.)
NURS 633 Teaching & Learning in Nursing Education (3 Hrs.)
NURS 636 Assessment & Evaluation in Nursing Education (3 Hrs.)
NURS 638 Leadership in Nursing Education (3 Hrs.)
NURS 644 Nurse Educator Practicum (4 Hrs.) *150 practicum hours*
NURS 670 Nursing Capstone Project (2 Hrs.)
NURS 671 Nursing Capstone Continuation *(1-2 Hrs. if needed)*

Clinical Nurse Leader® Track Specialty Courses*

NURS 651 Professionalism and Ethics in Clinical Leadership (3 Hrs.)
NURS 652 Management of Clinical Outcomes (4 Hrs.) – *75 clinical hours*
NURS 653 Management of the Care Environment (4 Hrs.) – *75 clinical hours*
NURS 654 Clinical Nurse Leader Residency (6 Hrs.) – *300 clinical hours*
NURS 670 Nursing Capstone Project (2 Hrs.)
NURS 671 Nursing Capstone Continuation *(1-2 Hrs. if needed)*

Online students refer to the **PSON Student Handbook for information about clinical sites and agreements.*

MSN-MBA Combined Program

Students who plan to complete a dual degree must meet the requirements for both the MSN and MBA. MSN courses taken in the McColl Graduate School of Business apply toward the MBA. Call 704-337-2224 for information.

ACADEMIC POLICIES

The section ***Graduate Academic Policies*** applies to all degree and non-degree graduate students in the Presbyterian School of Nursing.

*See also important additional policies in **Student Rights and Responsibilities***

Nursing Specific Policies and Procedures

Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for MSN students.

Full-Time Status for the NC Nurse Scholars Program

For purposes of the NC Nurse Scholars Program, the student taking 18 credit hours annually (6 credits each fall, spring and summer term) is regarded as full time for that program.

Graduate Academic Policies

See important policies under ***Student Rights and Responsibilities***

The following policies generally apply to all graduate students. However, students may have additional or modified policies as noted in their academic program's section of the Catalog. Program policies may take precedence.

The Honor Code

The Honor Code is binding on all members of the University community and applies to all phases of life at the University. The student's signature on the application for admission to the University indicates understanding and acceptance of the Honor Code: *As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.* Academic Pledge: *I pledge truthfulness and honesty in the performance of all academic work.* Community Pledge: *I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.*

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty.

Academic Responsibility

While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for his or her degree.

Academic Advising

An academic advisor is assigned to help the student with this responsibility. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

Catalog of Entry

A student must fulfill the degree requirements set forth in the Catalog current during the student's first term enrolled in a graduate program at Queens. Academic policies amended while a student is enrolled at Queens may be deemed to apply regardless of the policies stated in the Catalog at time of entry. The University reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If a student is readmitted he/she re-enters under the Catalog in effect at the time of readmission.

Full-Time Part-Time Status

A graduate student enrolled in at least six credit hours is considered a full-time student. A graduate student enrolled in fewer than six credit hours is considered a part-time student.

Admissions Eligibility

Admission to a graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period are required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

Time Limits for Degree Completion

The degree must be completed within the time period specified for the specific program. Any exceptions to the time limit must be granted by the program's Graduate Student Qualifications Committee.

In the College of Arts and Sciences
For the *Master of Arts in Music Therapy* all course work must be completed within seven years of matriculation, or for equivalency students, within six years of obtaining Board Certification. For the *Master of Arts in Interior Design*, all course work must be completed within five years of matriculation.

In the McColl School of Business
For the *Professional Master of Business Administration (MBA)* and *Master of Science (MS) in Organization Development*, all course work must be completed within seven years of matriculation. For the *Executive Master of Business Administration (MBA)* and the *Master of Science (MS) in Executive Coaching*, all course work must be completed within six years.

In the School of Communication
For the *Master of Arts (MA) in Communication*, all course work must be completed within seven years of matriculation.

In the Cato School of Education
For the *Master of Arts in Teaching (MAT), Master of Education (MEd) in Literacy, and the Master of Arts (MA) in Education Leadership,* all course work must be completed within seven years of matriculation.

In the Presbyterian School of Nursing
For the *Master of Science in Nursing* all course work must be completed within six years of matriculation.

Variations in Degree Requirements
Any change in degree requirements must be approved by the program's Graduate Student Qualifications Committee.

TRANSFERRED COURSES

At Admission
No more than six credit hours of graduate work may be transferred from another regionally accredited institution. Only graduate courses with a grade of B or better will be considered for transfer credit. Courses considered for transfer credit must have been completed within the three years immediately preceding admission into the graduate program. Granting of transfer credit is dependent upon the specific course under consideration, which will be evaluated in terms of content, level and equivalency to a course in the graduate program.

After Admission
After students have been admitted to a graduate program, they must receive prior approval from their graduate student advisor to take a course at another institution with the intent of transferring those credit hours back towards their Queens degree. Normally, graduate students may take courses at another regionally accredited institution for transfer if the courses are equivalent to, or supplemental to, those offered in Queens' graduate programs. Courses are accepted for transfer only with prior approval and with a grade of B or better.

Ordinarily, no more than six hours of graduate credit are accepted in transfer work. An official transcript of work done at another institution must be sent to the Registrar for any course taken at another institution. Any grade received from another institution will not be included in the Queens grade point average.

REGISTRATION

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

Taking Undergraduate Courses

Graduate students may also take any undergraduate course for which they have met the prerequisites unless there are restrictions on the undergraduate course. Graduate students should register for these classes at the same time as they register for their graduate classes. Graduate students are expected to follow the calendar and policies of the undergraduate program in which they enroll.

Drop and Add

The drop and add period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site.

When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University. After the drop/add period has ended, a student must withdraw from any course he or she does not intend to complete in order to receive a status of "W."

Withdrawal from a Course

After the drop/add period has ended the student who does not wish to continue in a course must withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: www.queens.edu. A status of "W" will be recorded if a student withdraws during the withdrawal period. *See **Withdrawal and Financial Obligations***

Abandoning a Class

A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. *See **Withdrawal and Financial Obligations***

GRADING

Grades are based on the quantity and quality of the student's work. Graduate programs use the following system of grades and grade point values per credit hour.

Grade	Quality Points	Interpretation
A	4.000	Excellent
B	3.000	Satisfactory
C	2.000	Poor
F	0.000	Failing
P	0.000	Passing

Course Status Interpretation *(Has no effect on Quality Points)*

I Course Work Incomplete
W Student Withdrawn
Z/NR No record is made on the transcript
K "K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress, and will be replaced by letter grade upon completion of the second-term of the course. It has no effect on grade points.

Grade Point Average

The grade point average in the program is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Graded credit hours include all courses with grades of A, B, C and F. Courses with grades or status of P, W and I are not figured in the grade point average. In addition, a student's cumulative grade point average at Queens is based solely on academic work at Queens, and is not affected by course credit earned at another institution.

Pass / Fail
Some graduate classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Pass / No Record
Some graduate classes are offered on a Pass / No Record basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below B is considered No Record and the Z designation is used on the student's grade report, but the course is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average. A graduate course may not be taken on a Pass / No Record basis unless this status is specified in the course description.

Incomplete Status
A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he or she cannot complete final assignments before the end of the term. After discussion with the student if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the Registrar. This status must be changed within one year of the end of the term in which the status was recorded. The student has until this time to complete the missing work. After this time the student will be assumed to have abandoned the class and the instructor or the Registrar will change the status as appropriate.

Neither credit hours nor grade points are awarded for a course whose status is "I." A student with a status of "I" in a required course may not receive a degree.

Grades
Students can obtain final course grades online through MyAccount.

Grade Appeals
The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

STUDENT QUALIFICATIONS

The faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees. Each graduate program has a Student Qualifications Committee (SQC). At the end of each term, the committees review the academic record of each student who is in academic difficulty.

Admission on Probation
Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal – *See also each academic program's unique policies*
A graduate student who earns an "F" in any course will be subject to dismissal from the University. A student will be placed on probation if he/she earns a grade of C in two graduate courses, or if the grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. Generally the student's cumulative record must be at least 3.000 and the student must not have more than two grades of C on their academic record. If

the student cannot be removed from probation the student is subject to dismissal from the University. Extension of probation is by special permission and only due to extenuating circumstances.

Probation and Federal Financial Aid
A student admitted or place on probation may only receive federal financial aid for one term.

Satisfactory Academic Progress
All graduate students must show progress toward completion of degree requirements.

Readmission after Dismissal
A student dismissed from a graduate program may apply for readmission after an absence of at least one term. An application for readmission, a personal statement concerning the student's goals and accomplishments since leaving Queens and expectations of future success at Queens, and any other materials required by the program must be submitted to the graduate admissions office. The Student Qualifications Committee for that program will then review the application. A student readmitted to their program following academic dismissal is normally readmitted on academic probation.

WITHDRAWAL FROM THE UNIVERSITY

*See also **Withdrawal and Financial Obligations***

By the Student
A student who wishes to withdraw from the University should notify the academic advisor and must submit the form *Official Withdrawal from Queens University of Charlotte* to the Registrar. The form is available from the Registrar's Office. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding.. Upon withdrawal from the University the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled.

By the University
A graduate student does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return. In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Leave of Absence
A graduate student may request a leave of absence not to exceed 12 months. The student must notify the academic advisor and complete a Leave of Absence request form, which must be filed with the Registrar. A student who returns on the agreed-upon date re-enters the program with the same status held at the time he/she left. A students who does not obtain a formal leave of absence, or who does not return in the agreed-upon time, shall be considered withdrawn from the University and will have to reapply to return.

Readmission after Withdrawal
A student who withdraws or is withdrawn from the University must apply for readmission to their program in order to return. If readmitted the student will then be bound to the Catalog in effect at the time of readmission.

GRADUATION

Graduation Requirements
Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.000 or better is required in all graduate coursework. No course with an assigned grade below C may apply toward degree requirements.

Application for Graduation
It is the student's responsibility to be aware of progress toward the degree and to file a completed

Application for Graduation form in the Registrar's Office by the deadlines posted on the Registrar's web site. Students should apply on-line through the **Registrar's Office** web site.

Commencement Exercises
Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed.

Diplomas
Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term and have been cleared by the Student Financial Services Office can receive their diploma after the May commencement ceremony. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the May commencement ceremony

Course Descriptions

Organization
Courses are listed in order by course prefix (e.g. ENGL) and then by course number. Within a prefix, undergraduate course descriptions are followed by graduate course descriptions.

Course Level
Courses numbered from 100-499 are undergraduate courses. **Courses numbered 500 and above are restricted to graduate students.** In general courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are primarily for juniors and seniors. In specific cases, however, an undergraduate's ability and background rather than class standing will determine the appropriate level of work.

Pre-requisites / Co-requisites
Any pre-requisite or co-requisite courses are included at the end of the course description.

Grade Status
Unless otherwise noted at the end of the description, each course has a regular grade status. Courses that have a special grade status of Pass/No Record or Pass/Fail are noted in the description.

Course Changes
The University reserves the right to change the course offerings indicated in the Catalog without prior notice. Every effort is made to provide a suitable arrangement to help the student affected by a course change.

ACCOUNTING

ACCT 207 Financial Accounting
Financial Accounting: This course introduces financial accounting principles. Topics to be covered include recording of transactions, preparation of various journals, posting of ledgers and preparation of income statements and balance sheets. 3 hrs.

ACCT 208 Managerial Accounting
Managerial Accounting: This course is a study of the analysis and use of accounting data to manage enterprises. Topics include cost-volume-profit relationships, decision analysis, budgeting, standard costing, segment reporting, and basic product costing methods. Prerequisite: ACCT 207. 3 hrs.

ACCT 307 Intermediate Accounting I
Intermediate Accounting I: This course is a study of financial accounting theory and generally accepted accounting principles. Topics include special problems of presentation in regard to cash, receivables, inventories, plant and equipment. Recent implementation of IFRS (International Financial Reporting Standards) will be addressed as those standards are put in to place with respect to the topics listed above. Prerequisites: ACCT 207 and ACCT 208. 3 hrs.

ACCT 308 Intermediate Accounting II
Intermediate Accounting II: This course is a continuation of the study of the financial accounting theory along with generally accepted accounting principles. Topics include special problems of presentation in regard to liabilities, leases, pensions, equity, income taxes, earnings per share and changing prices. Recent implementation of IFRS (International Financial Reporting Standards) will be addressed as those standards are put in to place with respect to the topics listed above. Prerequisite: ACCT 307. 3 hrs.

ACCT 316 Federal Tax
Federal Tax: This course focuses on the other business entities and the federal tax implications for those entities. Included are entities such as corporate, partnerships, Limited Liability companies, estates, and trusts. Prerequisite: ACCT 207, 208, and 323. 3 hrs.

ACCT 318 Financial Statement Analysis
Financial Statement Analysis: This is a study of the analysis of financial statements by creditors and investors. Factors that impact the presentation of financial statement information are covered, as are the behavioral responses that result from financial analysis. Topics include the study of cutting edge technology that captures and retrieves financial data, the role of regulators in influencing presentation of data to the public, and the dangers of misrepresented financial information. Prerequisite: ACCT 207. 3 hrs.

ACCT 319 Fraud and Business
Fraud and Business: This course is a study of fraud schemes that are executed by an entity's own employees and management and affect the entity. The behavioral and social factors motivating schemes involving asset misappropriations, corruption, and fraudulent financial statements along with prevention and detection strategies for minimizing the risk of fraud related losses are also examined. Prerequisite: ACCT 207. 3 hrs.

ACCT 323 Individual Tax
Individual Tax: This course provides a comprehensive study of the federal tax system with respect to individual tax reporting. Topics include income, deductions, credits and exclusions. Prerequisites: ACCT 207 and ACCT 208. 3 hrs.

ACCT 413 Auditing
Auditing: Auditing standards as they relate to internal, external and public-sector auditing are presented in this course. Topics to be covered include auditing theory and ethics, responsibilities and legal liability, audit evidence, audit method and the audit report. Prerequisite: ACCT 207, 208, and 307. 3 hrs.

ACCT 425 Government & Nonprofit Accouting
Government and Nonprofit Accounting: This course focuses on the unique accounting rules and regulations in place for governmental and not-for-profit accounting, particularly fund accounting. Prerequisites: ACCT 207, 208, and 307. 3 hrs.

ACCT 427 Accounting Policy
Accounting Policy: This course provides a comprehensive study of tax and financial reporting issues with respect to advanced topics such as corporations, consolidations, partnerships, limited liability companies, estates and trusts, non-profit, and governmental entities. Prerequisites: ACCT 207, 208, 307, and 308. 3 hrs.

ACCT 435 Accounting Information Systems
Accounting Information Systems: This introduction to accounting information systems and their roles in the accounting environment includes manual accounting, computerized accounting, and internet electronic commerce applications. Emphasis is upon developing students' abilities to understand the processing of accounting data and the controls that are necessary to assure accuracy and reliability of the data processed by the accounting system. Prerequisites: ACCT 207, 208, 307, 413. 3 hrs.

ACCT 492 Topics in Accounting
Topics in Accounting: This course is designed to investigate and evaluate current topics or specialized areas of accounting. Course topics are announced the semester preceding the offering. Prerequisite: To be designated for each specific course offered. 3 hrs.

ACCT 495 Independent Study in Accounting
Independent Study in Accounting: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the undergraduate program chair. Open to senior accounting majors with a 3.000 grade point average in the major. 1-3 hrs.

ANTHROPOLOGY

ANTH 201 Cultural Anthropology
Cultural Anthropology: Emphasizes the heritage and diversity of human culture throughout the world through the study of human societies, language and culture, cultural change, social groups and relationships, ideology, ritual and symbolism. 3 hrs.

ANTH 320 Anthropology of Latin America
Anthropology of Latin America: This course examines Latin American societies and cultures from an anthropological perspective. Latin America includes Mexico, Central America, South America and the Caribbean. Using a comparative approach, students explore cultural diversity within and between Latin American nations. A grassroots perspective focuses on local communities as they adapt to change. Students study the types of problems facing Latin Americans today by examining how the past has influenced the present. Prerequisites: ANTH 201 or SOCI 203. 3 hrs.

ANTH 330 American Ethnic Communities
American Ethnic Communities: Students read and discuss book-length ethnographies set in ethnic communities in the contemporary United States. Ethnographies are in-depth portraits of particular communities based on systematic, long-term participant observation. They are the building blocks for ethnology, the comparison of communities to interpret and explain American ethnicity. Included are studies of recently arrived, immigrant communities along with well-established American ethnic communities. We examine the history, social organization, cultural values and customs of each community, looking for similarities and differences in the American experience of community life. Prerequisites: ANTH 201 or SOCI 203. 3 hrs.

ANTH 340 Directed Individual Study
Directed Individual Study: Independent reading and investigation of the literature relevant to a specific topic in anthropology. Prerequisites: Junior or senior standing, permission of the instructor, minimum GPA of 3.00. 1-3 hrs.

ANTH 350 Topics in Anthropology
Topics in Anthropology: Investigation of a single topic or area in anthropology. The topic may vary from term to term. May be taken more than once with different subtitles. *Repeatable for a total of 6 hrs.* 3 hrs.

INTERIOR ARCHITECTURE AND DESIGN

ARDE 203 Color, Light and Sound
Color, Light and Sound: This course explores the study of color and light as elements of interior design as well as the psychology of color, light and sound and its application. Students will explore color, light and sound as potential creative mediums to meet functional, sensory, and behavioral needs. Curriculum covers basic principles of illumination, exploration of light sources, identification, terminology, analysis, calculations, graphic representation and documentation to effectively communicate lighting design, and acoustics. Lab fee applies. 3 hrs.

ARDE 208 Fundamentals of Interior Design
Fundamentals of Interior Design: This course introduces students to the discipline of interior design. Students will be required to use critical and conceptual thinking in applying principles and elements of design in an introductory level class on a small scale. The course will also explore the physical needs and social dynamics of interior design and space planning. 3 hrs. For students in the major it must be taken with the co-requisite ARDE 210. Lab fee applies. 3 hrs.

ARDE 210 Drawing for Interior Design
Drawing for Interior Design: This course covers scale, floor plans, details, sections and elevation drawings for interior design. As the primary purpose of technical drawings is to describe a to-be-built environment and to precisely instruct others of the intended outcome the topics include sketching and detailed working drawings. 3 hrs. Co-requisite with ARDE 208, Material fees will be incurred. 3 hrs.

ARDE 211 Computer Aided Design
Computer Aided Design: This course explores the use of the computer as a means for graphic design communication for scaled two and three dimensional representation of interior spaces. The application of computer aided design to practice creating floor plans, furniture layout, elevations, and perspectives are some of the topics covered. Students are required to meet minimum computer requirements and may have software purchase requirements as well. Prerequisites: ARDE 208 and ARDE 210. 3 hrs.

ARDE 305 Methods and Materials
Methods and Materials: Students investigate the properties of materials, finishes, fixtures, textiles and furnishing as they are selected, applied, and used within interior spaces, and how they relate to the building structure. Emphasis is placed on sustainable practices, selection criteria, costs, maintenance, sourcing, specifications, codes, performance testing, and life-cycle costing. Lab fee applies. 3 hrs.

ARDE 313 Human Environments
Human Environments: This course serves as an exploration of the relationship between humans and their environments through the study of personal and social use of space, proxemics, spatial analysis, and the effects of the environment on human behavior. This course will also focus on and address the realities of universal design. Universal design is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability, or situation. Pre-requisites: ARDE 208, ARDE 210 or permission of the instructor. 3 hrs.

ARDE 325 History of the Built Environment I
History of the Built Environment I: This course covers the major historical influences in architecture and interiors. Emphasis is placed on vocabulary, architectural methods and materials. Upon completion, students should be able to identify and use correct terminology regarding the history of architectural structures and their origins. Pre-requisites are ARDE 208 and ARDE 210, 3 hrs. Lab fee applies. 3 hrs.

ARDE 329 Business Practices for Interior Design Professionals
Business Practices for Interior Design Professionals: This course introduces contemporary business principles for interior designers. Topics include business formations, professional associations, contracts and correspondence, and means of compensation. Upon completion, students will be able to describe the basic business formations and compose effective letters and contracts. Prerequisite: ARDE 208. 3 hrs.

ARDE 331 Advanced Graphics for ID
Advanced Graphics for Interior Design: Advanced communication skills are developed through sketching, delineation, drafting, and rendering techniques specifically geared toward effective design presentations. Various rendering techniques and media are explored with an emphasis placed on the effective graphic communication of design ideas in plan, section, elevation, and 3D. The study and application of basic drawing processes for the purpose of enhancing perceptual awareness and developing visual communication and analysis skills. Studio Class. 3 hrs. Pre-req ARDE 210, Lab fee applies. 3 hrs.

ARDE 360 Residential Design Studio
Residential Design Studio: Introductory studio class focuses on application of design principles and elements in shelter interiors. Provides practical application to design and drawing skills learned in the fundamentals and drawing classes. Emphasizes critical thinking, space planning, circulation, and spatial analysis. Typical projects may include small to medium-scale residential and multi-family interiors with a focus on kitchen and bath design. Pre-requisites: ARDE 208 Fund of ID, and ARDE 210 Drawing for ID. Lab fee applies. 3 hrs.

ARDE 401 Product Design
Product Design: The study of materials, joinery and detailing of furniture and products used in interior spaces. Projects include designing and building various custom interior pieces such as cabinetry, clocks, furniture, architectural elements and display spaces. Students work through problems using research and working drawings that will result in a three dimensional product. Prerequisites: ARDE 210 and ARDE 211, Lab fee applies. 3 hrs.

ARDE 403 Construction Documents and Systems
Construction Documents & Systems: This course introduces the constraints and possibilities of design solutions as affected by the architectural envelope, particularly its construction. Students will become familiar with structural and non-structural systems as well as building methods and laws, codes, and standards impacting fire and life safety. Contract documents are prepared using CAD, combining knowledge of architectural, structural, environmental systems, interior construction detailing, architectural millwork and furniture design and detailing. Detailing theory and processes are explored and supported by the exploration of material technology, constructions processes, and finish systems research. Minimum computer specifications must be met. 3 hrs.

ARDE 410 Design Studio I
Design Studio I: This course permits advanced individual exploration of techniques and principles introduced in the 200 level studio courses. The focus varies from semester to semester between two- and three-dimensional approaches, with thematic topics such as the human figure, still-life, and collage/ montage/ assemblage. Prerequisites: ARDE 208, ARDE 210, and ARDE 211. *Repeatable for a total of 12 hrs.* 3 hrs.

ARDE 460 Senior Project and Critique
Senior Project and Critique: Student is assigned a project to be completed during this course incorporating major areas of the field of study. Upon completion, students should be able to complete the graphics, client folder and all schedules for a professional portfolio. Prerequisites: Interior Design BA major, senior standing, last semester. 3 hrs. Material fees will be incurred. Lab fee applies. 3 hrs.

ARDE 501 Product Design
Product Design: The study of materials, joinery and detailing of furniture and products used in interior spaces. Projects include designing and building various custom interior pieces such as cabinetry, clocks, furniture, architectural elements and display spaces. Students work through problems using research and working drawings that will result in a three dimensional product. Prerequisites: ARDE 210 and ARDE 211, Lab fee applies. 3 hrs.

ARDE 502 Spatial Analysis and Theory
Spatial Analysis and Theory: This course stresses the analytical, conceptual and applied aspects of programming and space planning by analyzing and researching a design project. Students will be able to assimilate and synthesis the solutions of the design process in a commercial setting. 3 hrs.

ARDE 503 Construction Documents & Systems
Construction Documents & Systems: This course introduces the constraints and possibilities of design solutions as affected by the architectural envelope, particularly its construction. Students will become familiar with structural and non-structural systems as well as building methods and laws, codes, and standards impacting fire and life safety. Contract documents are prepared using CAD, combining knowledge of architectural, structural, environmental systems, interior construction detailing, architectural millwork and furniture design and detailing. Detailing theory and processes are explored and supported by the exploration of material technology, constructions processes, and finish systems research. Minimum computer specifications must be met. 3 hrs.

ARDE 506 Methods and Materials
Methods and Materials: Students investigate the properties of materials, finishes, fixtures, textiles and furnishing as they are selected, applied, and used within interior spaces, and how they relate to the building structure. Emphasis is placed on sustainable practices, selection criteria, costs, maintenance, sourcing, specifications, codes, performance testing, and life-cycle costing. Lab fee applies. 3 hrs.

ARDE 508 Codes and Regulations
Codes and Regulations: This course is an overview of laws, building codes, and ordinances as related to interior environments with emphasis on the interrelationship between interior and exterior materials. Online course. 3 hrs.

ARDE 510 Global Issues/The Built Environment
Global Issues and The Built Environment: A cross-cultural study of the built environment in a global context. Students will research cultures and find out what special considerations need to be given to the problems of housing the world's population and to building responsibly in a time of changing cultural patterns and increasingly limited natural resources. Material fees will be incurred. 3 hrs.

ARDE 511 Computer Aided Design
Computer Aided Design: This course explores the use of the computer as a means for graphic design communication for scaled two and three dimensional representation of interior spaces. The application of computer aided design to practice creating floor plans, furniture layout, elevations, and perspectives are some of the topics covered. Students are required to meet minimum computer requirements and may have software purchase requirements as well. Prerequisites: ARDE 208 and ARDE 210. 3 hrs.

ARDE 512 Revit - Building Systems
Revit - Building Systems: Using Revit and software, this studio course explores the use of current computer software as a means for graphic design communication using Building

Information Modeling (BIM) to produce scaled three dimensional interior drawings with attributes. 3 hrs.

ARDE 513 Human Environments
Human Environments: This course serves as an exploration of the relationship between humans and their environments through the study of personal and social use of space, proxemics, spatial analysis, and the effects of the environment on human behavior. This course will also focus on and address the realities of universal design. Universal design is an approach to the design of all products and environments to be as usable as possible by as many people as possible regardless of age, ability, or situation. Pre-requisites: ARDE 208, ARDE 210 or permission of the instructor. 3 hrs.

ARDE 515 History of the Built Environment II
History of the Built Environment II: This course is an overview of architectural trends and theories, styles in interiors and furnishings, and prominent architects and designers from the rise of the English Arts and Crafts Movement in the midnineteenth century through today's developments. This class will also include a 4 day trip to a prominent US city to see its architecture first hand. Hybrid online with travel tour. Lab fee required. 3 hrs.

ARDE 518 Project Management/Historic Preservation
Project Management/Historic Preservation: This course provides a detailed exploration of the various phases of an interior design project. Starting with the designer/client contract, this course covers the construction/implementation process, estimating, scheduling, risk avoidance, and staffing issues. The project focus of this class is on historic preservation and the complex balance that exists between designing and implementing renovations. pre-requisite ARDE 508, co-requisite ARDE 522, Hybrid online. 3 hrs.

ARDE 520 Global Design Studio
Global Design Studio: This studio design course focuses on designing hospitality and restaurant interior environments. Emphasis is placed on global critical thinking, programming , and design development. Students also study effective visual communication, cultural considerations and research. Project will apply code compliance, materials selection, and FF&E specifications. Prerequisite: ARDE 502. 3 hrs.

ARDE 522 Exploring Design Issues
Exploring Design Issues: This class allows students to explore, discuss and debate specific areas of interest involving current design issues and trends. Projects and research will be based on individual career or research interests, and may lead into topics for thesis research or project. 3 hrs.

ARDE 523 Commercial Design Studio 1
Commercial Design Studio 1: This studio design course focuses on designing office and educational environments. Emphasis is placed on critical thinking, programming, design development, barrier-free, and universal design considerations. Students will utilize visual communication, code compliance, materials selection, and FF&E specifications. 3 hrs.

ARDE 525 Commercial Design Studio 2
Commercial Design Studio 2: This studio design course focusing on designing healthcare and public interior environments. Emphasis is placed on critical thinking, programming , design development, barrier-free, and universal design. Students also apply considerations effective visual communication, code compliance, materials selection, and FF&E specifications. pre-requisite ARDE 502, 505, and 508. 3 hrs.

ARDE 527 Portfolio
Portfolio: In this course students will refine their existing portfolios and focus on the development of an electronic portfolio appropriate for the interior design field. Students will research portfolio options and technologies and document existing and current work. Students will be critiqued on their developing portfolio and are required to show completed portfolios. 1 hr.

ARDE 530 Adv Internship in Interior Design
Advanced Internship in Interior Design: An internship with a firm that focuses on commercial interior design, which can include office, hospitality, healthcare or education. 3 hrs.

ARDE 535 International Academic Study Tour
International Academic Study Tour: This 10 day summer study tour is similar to the JBIP program but is geared especially for Interior Design graduate students. The location of the tours will vary annually but focus on learning and experiencing interior design at its best throughout the world. Lab fee may be required. 6 hrs.

ARDE 540 Design Topic
Design Topic: Interior Design graduate students are allowed to take a topic course of their choosing not previously taken in their program of study but related to their program course work. 3 hrs.

ARDE 545 Design Elective
Design Elective: Interior Design graduate students can choose any elective Interior Design course based on their area of interest to supplement tiehr Interior Design program of study. 3 hrs.

ART

ART 102 Foundations I of Art & Design
Foundations I of Art & Design: Foundations I will establish the vocabulary of the elements and principals of art and design. Students will be guided through exercises that incorporate a variety of materials and lead from ideation on paper to realization in space. For example, exercises in line would start by drawing contours and lead into sculpting with wire; Rhythm and Repetition would start with making a stamp and printing on paper, then lead into designing paper templates that fold into three-dimensional shapes to then be arranged in space. Required studio art foundations class for all art majors except Arts Leadership & Administration. Lab fee will apply. 3 hrs.

ART 103 Foundations II of Art & Design
Foundations II of Art & Design: Foundations II will expand on the vocabulary established in Foundations I and connect it to advanced design problems and issues of time, space, and environment. A variety of media will be sampled while exploring art and design applied to daily life, to one's community, to ecological systems, and to a world of digital communication. Students will be empowered by the identity of the artist and the designer in examples applicable to their current situation and their future. Required studio art foundations class for all art majors except Arts Leadership & Administration. Lab fee will apply. 3 hrs.

ART 204 Drawing
Drawing: This course introduces the language of line through drawing using various drawing materials. Assignments address specific problems in drawing techniques, mediums, and design principles. Students learn to observe closely, respond to subject matter and then communicate their response through line. Lectures, discussions, and critiques are an important part of the course. The discipline of maintaining a sketchbook is required in this course. Lab fee will apply. 3 hrs.

ART 210 Fundamentals of New Media Design
Fundamentals of New Media Design: In this foundational studio, students are introduced to the discipline of new media design. Students will explore the fundamentals and principles of the static, animated and interactive paradigms of 21st century new media design. Projects will survey illustration, typography, photography, layout, animation, coding and the digital printing process. Lab fee will apply. 3 hrs.

ART 215 Ancient to Early Renaissance Art
Ancient to Early Renaissance Art: A survey of stylistic developments and cultural contexts in architecture, sculpture, painting and the minor arts of the Mediterranean and European countries from prehistoric times to approximately 1500 CE. Lab fee will apply. 3 hrs.

ART 216 High Renaissance Art-Present
High Renaissance Art-Present: A survey of stylistic developments and cultural contexts in architecture, sculpture, painting and the minor arts of Europe and America from approximately 1500 CE to the present day. This course fulfills the writing-intensive course requirement. Lab fee will apply. 3 hrs.

ART 223 Ceramics
Ceramics: Fundamentals of both hand building and throwing on the potter's wheel. Hand-building techniques will include pinch, coil and slab construction. Glaze instructions will stress the relationships between form and color. Lab fee will apply. 3 hrs.

ART 226 Digital Photography I
Digital Photography I: This course introduces digital photographic equipment, theory and processes. Students will be instructed in camera operation, composition, computer photo manipulation and creative expression. Students will also learn the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Lab fee will apply. 3 hrs.

ART 227 Film Photography I
Film Photography I: Photography used as an expressive medium and as a tool for exploring visual experience. Emphasis will be on selection and treatment of subject matter. Students will learn necessary skills in photographic technique and be acquainted with the historical development of photography. Lab fee will apply. 3 hrs.

ART 237 Digital Video Art
Digital Video Art: This course explores the role of motion media and digital video production in art and design. Students will work hands on with digital video cameras, non-linear video and audio editing systems and visual effect tools to create art films, video and audio installations and other fine art and design projects. Lab fee will apply. 3 hrs.

ART 240 History of Decorative Arts
History of Decorative Arts: This class is for all students who may be interested in art or design, but required for all Interior Design students. The curriculum focuses on the stylistic, historical, and theoretical contexts of European and American decorative arts and furniture in the built environment. Lab fee will apply. 3 hrs.

ART 250 Introduction to Arts Leadership & Administration
Introduction to Arts Leadership and Administration: An introduction to the field of arts and non-profit leadership and administration, including an overview of the components of arts leadership, arts advocacy, possible careers, and the necessary managerial and creative skills. Open to any undergraduate student but suggested for freshmen and sophomores prior to or soon after declaration of the Arts Leadership & Administration major. Lab fee will apply. 3 hrs.

ART 301 Digital Photography II
Digital Photography II: This course advances on the techniques students have acquired in Digital Photography I, by exploring photography as a creative medium. Prerequisite: ART 226. Lab fee will apply. 3 hrs.

ART 302 Painting
Painting: Studies in basic structure and color with emphasis on pictorial elements interpreted through the media of oil painting. Lab fee will apply. 3 hrs.

ART 303 Sculpture
Sculpture: The exploration of basic elements of three-dimensional form and space with special emphasis on the exploration of various styles, materials and techniques. Lab fee will apply. 3 hrs.

ART 304 Printmaking
Printmaking: This course introduces traditional techniques of Intaglio. Assignments address specific problems in Intaglio such as etching, aquatint, mezzotint, color drop and dry point to name a few. Students are encouraged to explore content as well as develop skill. Emphasis will be placed on balancing technique with subject matter. Lab fee will apply. 3 hrs.

ART 305 Advanced Studio
Advanced Studio Lab: This course permits advanced individual exploration of techniques and principles introduced in the 200 level studio courses. The focus varies from semester to semester between two- and three-dimensional approaches, with thematic topics such as the human figure, still-life, and collage/ montage/ assemblage. Prerequisites for Advanced Lab in Interior Design: ARDE 208, ARDE 310, and ARDE 311. Prerequisites for Advanced Lab in Studio Art: ART 204, ART 223, ART, 302, ART 303, ART 304. Prerequisites for Advanced Lab in New Media Design: ART 204, ART 235, ART, 210, ART 311. Lab fee will apply. *Repeatable for a total of 12 hrs.* 3 hrs.

ART 306 History of Design
History of Design: This course follows the quest to give form to ideas as traced from the pictographs painted on cave walls to the latest imaginative computer-generated designs. Students will be exposed to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication. 3 hrs.

ART 308 19th Century Art: Rise of Modernism
19th Century Art: Rise of Modernism: This course explores developments in the painting and sculpture of Europe and America from the late 18th century age of "political revolution" to the early 20th century age of "artistic revolution." Artists like David, Gericault, and Delacroix will be explored in the light of Enlightenment theories and revolutionary politics, followed by the socialist theories of the Realists Courbet and Daumier and concluding with the artistic innovations of Manet, Monet and Cezanne. 3 hrs.

ART 309 Ancient Art: The Birth of Art
Ancient Art: The Birth of Art: This course will examine ancient artistic traditions in the Near East, Egypt, Greece and Rome. Special emphasis will be placed on expressive contrasts between the cultures of the Near East and West. 3 hrs.

ART 311 Typography
Typography: This course extends typographical techniques taught in Fundamentals of Graphic Design. Students will be required to use critical thinking in applying principles of design in intermediate level traditional and experimental graphic design projects. Prerequisite: ART 210. Lab fee will apply. 3 hrs.

ART 313 Medieval & Renaissance Art
Medieval and Renaissance Art: The course will explore the development of Medieval and Renaissance art in Europe from the 6th to the 16th centuries, exploring stylistic and cultural changes as revealed in sculpture, painting and architecture. 3 hrs.

ART 315 20th & 21st Century Art: Modern Era
20th and 21st Century Art: Modern Era: Critical examination of major trends in the visual arts from c. 1870 to the present, within the context of developments in science, philosophy, religion, and politics. 3 hrs.

ART 316 Baroque & Rococo Art
Baroque and Rococo Art: The Age of Exploration: This course

explores the art of Europe and America in the Baroque and Rococo age, which saw religious, scientific, navigational and artistic exploration. Artists like Caravaggio, Bernini, and Rembrandt will be explored in the light of 17th and 18th century theories and discoveries, followed by the Rococo art of Watteau, Boucher and Elisabeth Vigee Le-Brun. 3 hrs.

ART 317 Digital Illustration
Digital Illustration: This course introduces students to the techniques of illustration with digital tools. Students will be required to use critical thinking in applying principles of design in the creating digitally rendered drawings. Projects will have applications within design and the literary and performing arts. Students will explore principles of bitmap and vector graphics, digital color and line, and the four-color digital printing process. Prerequisite: ART 210. Lab fee will apply. 3 hrs.

ART 318 Motion Graphics and Animation
Motion Graphics and Animation: This course introduces students to topics in time based graphic design. Students will be required to use critical thinking in applying principles of design in video and animated applications. Use of video cameras, editing and animation software will be primarily used in this studio. Prerequisite: ART 210 and ART 226. Lab fee will apply. 3 hrs.

ART 319 Interactive and Web Design
Interactive and Web Design: This course introduces students to the techniques of interactive Graphic Design. Students will be required to use critical thinking in applying principles of design in the creating engaging virtual and physical interactive experiences that are usable and user-centered. Students will explore principles of interface design, web and flash scripting and information architecture. Prerequisite: ART 210 and ART 226. Lab fee will apply. 3 hrs.

ART 321 Digital Experience Design
Digital Experience Design: An advanced level studio where students will engage the design and development of interactive digital experiences in physical spaces. The course explores interactive museum exhibitions, digital set design, live visuals for performance, and event multimedia. Students will investigate multimedia development and design, digital sensor systems - non-tactile interaction integration, and collaborative project management. Prerequisites: ART 210 Fundamentals of Graphic Design and ART 319 Interactive and Web Design. Lab fee will apply. 3 hrs.

ART 325 History of Photography
History of Photography: This course explores developments in photography from the earliest forms of photographic exploration with the camera obscura, to early experiments with the daguerreotype and calotype, to its gradual attempt to be accepted as an art form, and its present day experiments with the digital image. 3 hrs.

ART 329 Film Photography II
Film Photography II: Further investigation of photography as a creative medium and the instruction of advanced photographic techniques. Prerequisite: ART 227. Lab fee will apply. 3 hrs.

ART 340 Non-Western Art History
Non-Western Art History: The aim of this course is to demonstrate the use of imagery as it relates to Non-Western religion, society, and politics. This course will enable students to achieve a better understanding of cultures that differ from their own by giving them another avenue for comprehending diversity. 3 hrs.

ART 350 Arts in the World
Arts in the World: A comparative examination of global issues in the arts, including the various ways that cultures view the role of the arts, fund the arts, and celebrate the arts. 3 hrs.

ART 356 Information Design
Information Design: An intermediate level studio that explores infographics via information design theory and the practice of data visualization. Students will explore data analysis, mapping, graph theory, and other visualization techniques in order to produce static, animated and interactive design solutions. Prerequisites: ART 210 Fundamentals of Graphic Design and ART 311 Typography. Lab fee will apply. 3 hrs.

ART 357 Game Design
Game Design: This course explores the design and development of both physical and video games. Students will examine game theory models, the history of game play and create their own games using physical materials and desktop/mobile software. Topics such as character design, level design, game programming and game narrative will be investigated. Prerequisites: ART 210 Fundamentals of Graphic Design and ART 319 Interactive and Web Design. Lab fee will apply. 3 hrs.

ART 400 Art Criticism
Art Criticism: This course is designed to introduce students to various methods of art criticism and research from historical, iconographic and iconological perspectives. 3 hrs.

ART 401 Seminar in Art History
Seminar in Art History: This discussion-based class fosters advanced exploration of art historical time periods, ideas and criticisms introduced in 300 level art history classes. Prerequisites: Art 215 or 216, or permission of instructor. *Repeatable for a total of 6 hrs.* 3 hrs.

ART 405 Creative Literacy: Building Literacy through the Arts
Creative Literacy: Building Literacy through the Arts: This course explores the integration of literacy development and the arts. Students will be exposed to the many ways that creativity can be defined through texts, class discussions, writing, and engaging contemporary artists in the visual arts, music, theatre, dance and creative writing. This class will focus on theories of the creative process and the vital place of artistic literacy in education, as knowledge of the arts is a vital component of any definition of general cultural literacy. 3 hrs.

ART 407 Topics in Art History
Topics in Art History: Focus on specific questions of style, traditions and influence as they relate to the emergence and development of art in Europe and America. Topics to be announced annually. 3 hrs.

ART 451 Independent Study: Studio
Independent Study: Studio: Advanced independent work in specialized areas of studio art, interior design and new media design for the mature, academically advanced student. Open to juniors and seniors with a B average in art and approval of the department. 2 Studio Art or design classes. Lab fee may apply. *Repeatable for a total of 6 hrs.* 1-3 hrs.

ART 452 Independent Study: Art History
Independent Study: Art History: Advanced independent work in specialized areas of art history for the mature, academically advanced student. Open to juniors and seniors with a B average in art and approval of the department. Prerequisite: ART 215 & 216. *Repeatable for a total of 6 hrs.* 1-3 hrs.

ART 497 Senior Critique
Senior Critique: Developing a coherent art-critical position. This requires assembling a portfolio and providing written critical justification of artistic production and aims. To be directed on a rotating basis by department faculty and evaluated by the art faculty. Prerequisite: Art major, senior standing, last semester. Lab fee will apply. 3 hrs.

ART 498 Senior Paper
Senior Paper: This capstone course consists of an independent exploration of interactions between the student's major and the chosen concentration. The specific topic is to be selected by the student in consultation with his/her art history advisor. To be directed on a rotating basis by department faculty and evaluated by the art faculty. Prerequisite: Art History major, senior standing, last semester. Lab fee will apply. 3 hrs.

BIOLOGY

BIOL 100 Biology for Non-Majors
Biology for Non-Majors: An introduction to the principles of biology focused on evolution, ecology, modern genetics, and cell structure and function. Understanding the scientific method, the role of biology in modern society, and the application of biological knowledge in daily life will be emphasized throughout the course. This course fulfills the lab science requirement for graduation. Three hours of lecture and three hours of laboratory each week. Lab fees apply. 4 hrs.

BIOL 120 Microbiology for Health Professions
Microbiology for Health Professions: Principles of microbiology with emphasis on the pathogenic bacteria, viruses, rickettsiae and fungi. Laboratory includes methods for cultivation, isolation and identification of the above. Recommended prerequisite: High school chemistry or CHEM 101 or CHEM 111. Lab fees apply. This course may not be counted towards the biology major. 4 hrs.

BIOL 208 Principles of Biology I
Principles of Biology I: A study of general ecological and evolutionary principles, with emphasis on the origins and diversity of living organisms, their interactions, and their environment. Three hours of lecture and three hours of laboratory each week. Lab fees apply. 4 hrs.

BIOL 209 Principles of Biology II
Principles of Biology II: An introduction to the discipline of biology with a focus on molecular aspects. Topics will include cellular structure, division and metabolism, concepts of molecular biology such as DNA, RNA, and protein synthesis, and genetic processes. Laboratory emphasizes the scientific method. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Recommended prerequisite: High school chemistry or CHEM 101 or CHEM 111. 4 hrs.

BIOL 213 Human Anatomy & Physiology I
Human Anatomy & Physiology I: A study of the structure and function of the human body with focus on cells, tissues and the integumentary, skeletal, nervous and muscular systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Three hours lecture and three hours laboratory each week. Lab fees apply. Recommended prerequisite: High school chemistry or CHEM 101 or CHEM 111. 4 hrs.

BIOL 214 Human Anatomy & Physiology II
Human Anatomy & Physiology II: A study of the structure and function of the human body with focus on the endocrine, cardiovascular, digestive, immune, respiratory, reproductive and urinary systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Three hours lecture and three hours laboratory each week. Lab fees apply. Prerequisite: BIOL 213. 4 hrs.

BIOL 220 Applied Anatomy and Physiology
Applied Anatomy and Physiology: An introduction to the principles of human anatomy and physiology with a specific emphasis on how certain structures and mechanisms maintain homeostasis. Particular emphasis is placed on the nervous, cardiovascular and respiratory systems with a focus on applications in a variety of clinical settings. This course fulfills the science requirement for the music therapy program. Three hours of lecture and three hours of laboratory each week. Lab fees apply. 4 hrs.

BIOL 304 Ecology
Ecology: Relationship of organisms to their environment; populations and communities; aquatic and terrestrial habitats; statistical methods. Laboratory includes both experimental and field studies. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: BIOL 208. 4 hrs.

BIOL 305 Evolution
Evolution: An examination of the process of evolution from the level of molecules to macro-evolution. Among the topics to be covered are origins of life, the fossil record, human evolution, adaptation, mechanisms of speciation, co-evolution, and genetics as a means of understanding mutation, rates of evolution (clocks) and gene flow. Three hours of lecture each week. Prerequisite: BIOL 209. 3 hrs.

BIOL 307 Introduction to Microbiology
Introduction to Microbiology: Survey of microorganisms with emphasis on morphology, metabolism, genetics and identification of bacteria. Laboratory emphasizes basic skills and sterile techniques. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: BIOL 208 or BIOL 209. 4 hrs.

BIOL 308 Neurobiology
Neurobiology: This lecture course explores the nervous system from a physiological perspective. Specific topics include classic experiments on ion channel behavior in neurons, mechanisms of synaptic plasticity which underlie memory, development of neural circuits, and repair and regeneration in the nervous system. Some aspects of neuropathology and current advances in neurobiological research will be presented to better understand how disruptions of the neurobiological mechanisms relate to specific diseases. Prerequisite: BIOL 209. 3 hrs.

BIOL 309 Marine Biology
Marine Biology: Introduction to oceanography and marine biology emphasizing the ecology, distribution and classification of marine organisms. Three hours lecture and two required weekend field trips. Lab fees apply. Prerequisite: BIOL 208. 4 hrs.

BIOL 311 Botany
Botany: A study of the ecology, physiology, and evolutionary adaptations of plants, with emphasis on local flora. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Prerequisite: BIOL 208. 4 hrs.

BIOL 313 Human Anatomy & Physiology I
Human Anatomy and Physiology I: A study of the structure and function of the human body with focus on cells, tissues and the integumentary, skeletal, nervous and muscular systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Students must complete dissections, research paper discussions, and a written and oral assignment on a related topic of interest. Three hours lecture and three hours laboratory each week. Lab fees apply. Prerequisite: BIOL 208 or BIOL 209 and CHEM 111. 4 hrs.

BIOL 314 Human Anatomy & Physiology II
Human Anatomy and Physiology II: A study of the structure and function of the human body with focus on the endocrine, reproductive, cardiovascular, digestive, immune, respiratory and urinary systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Students must complete dissections, research paper discussions, and a written and oral assignment on a related topic of interest. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: BIOL 313. 4 hrs.

BIOL 320 Zoology
Zoology: A survey of the various animal phyla from the protists through the vertebrates. Emphasis is on the phylogenetic history, evolutionary trends and the relationship between structure and function among animals. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Prerequisite: BIOL 208. 4 hrs.

BIOL 322 Introduction to Immunology
Introduction to Immunology: This course will provide an introduction to the components of the immune system and how they work together in an immune response. Specific topics include innate and adaptive immune defenses, properties of antigens, development of immunity, the role of the immune system in transplantation, and how the immune system may respond incorrectly in cases of hypersensitivity and autoimmunity or may respond inadequately in cases of genetic or acquired immunodeficiency. Prerequisite: BIOL 209. Lecture. 3 hrs.

BIOL 330 Field Studies in Biology
Field Studies in Biology: Field studies in selected habitats or of particular groups of plants or animals. Lab fees apply. Prerequisite: BIOL 208. 4 hrs.

BIOL 350 Biotechnology Techniques
Biotechnology Techniques: This course provides the foundation and understanding of various molecular biology and biochemsitry techniques through a project based laboratory and a supplemental lecture. One hour of lecture and three hours of laboratory per week. Prerequisites: BIOL 209, CHEM 111/111L. This course is also cross-listed as CHEM 350. 2 hrs.

BIOL 360 Biology Seminar
Biology Seminar: An introduction to reading and researching scientific literature and research proposal writing. The course also addresses issues dealing with ethical conduct as a scientist. This course fulfills the writing intensive requirement. Prerequisite: BIOL 208 or BIOL 209. 3 hrs.

BIOL 390 Biology Lab Assistant
Biology Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisite: 12 hours of biology with a grade of B or better and permission of the department. *Pass/No Record.* 0 hrs.

BIOL 391 Biology Lab Assistant
Biology Lab Assistant: Practical experience as a laboratory assistant in the department. May be repeated once for credit. Prerequisite: 12 hours of biology with a grade of B or better and permission of the department. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

BIOL 400 Cell Biology
Cell Biology: Study of cell structure and physiology. This course focuses on protein processing and regulation, cell signaling pathways, cytoskeleton function, and cell cycle controls. Laboratory emphasizes research techniques used to study cells and proteins. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisites: BIOL 209 and one year of college chemistry or permission of the instructor. Co-requisite: BIOL 360. 4 hrs.

BIOL 401 Comparative Physiology
Comparative Physiology: Study of the function of vertebrate systems. Comparisons made to invertebrate systems where appropriate. Includes lecture and laboratory experimentation. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: BIOL 209 and BIOL 320 or permission of the instructor. 4 hrs.

BIOL 402 Genetics
Genetics: Covers principles of heredity and variation in prokaryotes and eukaryotes. Topics include molecular genetics, genomics, biotechnology, and classical genetics. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: BIOL 209 and one year of college chemistry or permission of the instructor. 4 hrs.

BIOL 403 Developmental Biology
Developmental Biology: A study of the development of animals set within the framework of classical embryology and current molecular biology. Emphasis will be placed on the molecular events which govern the processes of fertilization, cleavage, gastrulation, organogenesis and pattern formation. The laboratory will highlight experimental approaches to studying development. Three hours lecture and three hours laboratory per week. Lab fees apply. Prerequisites: BIOL 209 or permission of instructor. 4 hrs.

BIOL 404 Current Issues in Biology
Current Issues in Biology: An investigation of current topics of interest in biology. Topics may include subject area content or noteworthy issues associated with the conduct of science and its impact on society. Prerequisites: BIOL 360 or permission of instructor. *Repeatable for a total of 2 hrs.* 1 hr.

BIOL 407 Animal Behavior
Animal Behavior: This course will serve as a comprehensive survey of animal behavior, including both the underlying mechanisms and evolutionary causes of behavior. Topics covered include mechanisms of behavior, learning, foraging, defense against predation, aggression, sensory systems, communication, mating systems and parental care behavior. This course will useful for students, including those in the social sciences, who are interested in learning how and why animals of all sorts (from ants to humans) do what they do. Prerequisites: BIOL 208 and ENVR 220 Data Analysis for Natural Sciences or its equivalent; or the permission of the instructor. 4 hrs.

BIOL 430 Topics in Biology
Topics in Biology: Selected topics based on faculty and student interest in subjects not offered as part of the regular curriculum. May be repeated for credit with different subtitles. Lecture and lab hours may vary with the credit hours and the course taught. Lab fees apply when appropriate. *Repeatable for a total of 8 hrs.* 1-4 hrs.

BIOL 450 Independent Study in Biology
Independent Study in Biology: Research projects in the area of the student's interest; written report and/or oral examination may be required. Prerequisite: BIOL 208 and permission of the instructor. *Repeatable for a total of 6 hrs.* 1-4 hrs.

BIOL 470 Biological Investigation
Biological Investigation: Library research projects are completed in the area of the student's interest. Following a thorough investigation of current research on the topic of interest, the student will complete a written review paper and oral presentation. Biology majors who complete BIOL 470 cannot take BIOL 471 or BIOL 472. Prerequisites: BIOL 360 and ENVR 220. *Repeatable for a total of 6 hrs.* 3 hrs.

BIOL 471 Biological Research I
Biological Research I: Original research projects are completed in the area of the student's interest and draw upon laboratory and/or field investigations. Students will work with a faculty mentor in his/her area of expertise to design and complete original experiments. Written assignments and oral presentation are required. If the project requires BIOL 472 to be completed, the student will receive a K grade until BIOL 472 has been successfully completed. Prerequisites: BIOL 360 and ENVR 220. 3 hrs.

BIOL 472 Biological Research II
Biological Research II: Original research projects are completed in the area of the student's interest and draw upon laboratory and/or field investigations. Students who require extended time to complete a research project started in BIOL 471 may take

this course to complete their project. A written paper in scientific format and oral presentation are required for the completed project. Prerequisites: BIOL 360, ENVR 220 and BIOL 471. 1-3 hrs.

GRADUATE COURSE

BIOL 510 Pathophysiology
Pathophysiology: This course covers the etiology and development of pathophysiological processes at the cellular, tissue and systems levels. Knowledge of altered physiological mechanisms will be connected to analysis of the manifestations and treatment of disease processes. Prerequisites: BIOL 313 and BIOL 314. 3 hrs.

BUSINESS ADMINISTRATION

BUSN 115 Introduction to Business
Introduction to Business: This course is an introduction to each of the principal areas of the business curriculum: accounting, finance, management and marketing, as well as the role of business in American society and the nature of the private enterprise system. 3 hrs.

BUSN 218 Communications in Business
Communications in Business: This course focuses on the development and transmittal of information within a business environment. It will include writing of business reports, memos, and other professional documents and strategies for their effective transmission. The course stresses appropriate approaches, style, tone, and design. Use of illustrations and strategies for corporate interactions and meetings, development and presentation of group-authored documents will be included. No Prerequisites. 3 hrs.

BUSN 303 Intro to Entrepreneurship
Introduction to Entrepreneurship: This course examines the skills, concepts, mental attitudes, and knowledge relevant to creating and managing a new venture. The capabilities gained apply to potential entrepreneurs interested in starting a new business, as well as to those interested in taking over an existing business. The course looks at the nature of the entrepreneur, the entrepreneurial process, and some of the critical ingredients in success and failure. In particular, it examines the driving forces behind the process, namely the founders and the market opportunities. Sophomore standing. 3 hrs.

BUSN 305 Legal Environment of Business
Legal Environment of Business: This introduction to law emphasizes the legal and ethical rights and duties of the individual engaged in business. Topics to be covered include the Constitution, torts, crimes, agency, partnerships, corporations and ethics. Prerequisite: Sophomore standing. 3 hrs.

BUSN 315 Business Law
Business Law: This is a study of law as it affects the individual engaged in business. Topics include contracts, sales, and negotiable instruments. 3 hrs.

BUSN 320 Business Ethics
Business Ethics: Business ethics is "dilemma management," focusing on frameworks for decision-making. Using cases, the course explores individual, group, and corporate decision-making, government regulation, special interest groups, and other constituencies; and the complexity of the ethical environment of business. Prerequisite: Junior standing. 3 hrs.

BUSN 328 Management Information Systems
Management Information Systems: This course is an investigation of information systems within organizations. The course studies information systems from both technical and behavioral perspectives and the changes information systems are bringing to organizations and management. 3 hrs.

BUSN 331 Human Resource Management
Human Resource Management: This course is a study of the personnel function in the organization. Topics covered include job design, staffing, performance appraisal, training and development, compensation and collective bargaining. Current topics in the law (OSHA, Fair Employment Regulations, etc.) which affect the personnel function are considered. 3 hrs.

BUSN 333 Principles of Management
Principles of Management: This is a basic survey of management theory with emphasis on the functional and task requirements of management and behavioral considerations. Specific topics include the planning, organizing and controlling functions of management; contemporary models of organizational design; motivation and performance; and group behavior and influence processes. Prerequisite: Sophomore standing. 3 hrs.

BUSN 338 Cross-Cultural Management
Cross-Cultural Management: This course examines multi-cultural issues as they apply to management. Skills acquired during this course are essential to the activities of successful international business professionals. Initiating cross-border acquisitions, completing international transactions, and managing or participating in multicultural teams all require building effective relationships. Students will participate in simulations and in-class activities. Prerequisite: Junior or senior class standing. 3 hrs.

BUSN 340 Principles of Marketing
Principles of Marketing: This is a study of the interrelationship between marketing functions and the other primary functions of firms or organizations. An analytical survey is made of the problems of product planning, pricing, promotion, channels of distribution and legislation affecting marketing activities as related to the satisfaction of individual consumer and societal wants and needs. Prerequisite: Sophomore standing. 3 hrs.

BUSN 341 Advertising
Advertising: This course examines the concepts, methods and materials of advertising, from early twentieth-century to contemporary practice. We will explore the techniques of preparing a campaign from the research stage through market analysis and media plan, to creative design and final pitch. Prerequisite: COMM 101 or BUSN 340. 3 hrs.

BUSN 345 Leadership
Leadership: This course provides an introduction to leadership. Course discussions will include exploring the nature of leadership, the development of an understanding of leadership theories, and an overview of various styles of leadership. Discussions with community leaders will facilitate the students' creation of strategies for successful leadership and development of skills to enhance their leadership effectiveness in a variety of settings. Prerequisite: BUSN 333. 3 hrs.

BUSN 351 Consumer Behavior
Consumer Behavior: This course provides an overall view of some of the basic perspectives of consumer behavior. An interdisciplinary approach will be stressed including the fields of economics, psychology, sociology and anthropology as related to marketing. Emphasis is placed on the fundamental processes of motivation, perception and learning, as well as analysis of individual and group influences as related to the marketing of goods and services. Prerequisite: BUSN 340. 3 hrs.

BUSN 353 Promotion Management
Promotion Management: This course is a study of the promotion activities of personal selling, advertising, public relations/publicity and sales promotion as part of overall marketing strategies and budgets. Prerequisite: BUSN 340. 3 hrs.

BUSN 355 Capitalism
Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. May be taken as ECON 355. 3 hrs.

BUSN 362 Business Law: Current Issues
Business Law: Current Issues: This course is a study of business law cases and controversies currently in the news. Students will engage in a critical analysis of the legal, economic, social and political impact of the issues presented by each case. Topics include environmental law, health care, employment, international law, sports, social media and the U.S. Constitution. No prerequisites. 3 hrs.

BUSN 403 Innovation & Creativity
Innovation and Creativity: This course will focus on the discipline of the creative process, its development and management, and its application within organizations. The course will coordinate with BUSN 432 to provide students a foundation for creating and developing a business idea. The topics include but are not limited to: multi-disciplinary definitions and theories of creativity and innovation, the development of creative ability and its application and management within organizations, and the development of an individual creative process by exploring multiple creative outlets, culminating in a completed creative project. 3 hrs.

BUSN 410 Business Analytics
Business Analytics: This course provides an overview of concepts, techniques and applications of statistical data analysis and management science as they support decision making processes throughout the organization. Topics include quantitative methods commonly used to support business decision modeling and to investigate past business performance to drive business planning. The course includes the application of computer software with an emphasis on advanced techniques in spreadsheet and database design and analysis. Prerequisites: MATH 106, MATH 110. 3 hrs.

BUSN 413 Auditing
Auditing: Auditing standards as they relate to internal, external and public-sector auditing are presented in this course. Topics to be covered include auditing theory and ethics, responsibilities and legal liability, audit evidence, audit method and the audit report. Prerequisite: BUSN 207, 208, and 307. 3 hrs.

BUSN 420 International Business
International Business: The course presents foundational material for understanding the evolving global business environment including causes for changing patterns of international trade and investment, the institutional environment and impact of trade policies, international monetary arrangements and exchange rates. The course also explores strategic options for international expansion, and uses case analysis to examine the varied challenges to firms operating in a global business environment. Prerequisites: ECON 203 and 204. 3 hrs.

BUSN 421 Organizational Behavior
Organizational Behavior: An examination of the behavioral aspects of organizations within our society, this course includes consideration of the interrelationships between the individual, informal and formal groups; group formation, cohesiveness, conformity and norms; interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. 3 hrs.

BUSN 427 Accounting Policy
Accounting Policy: This course provides a comprehensive study of tax and financial reporting issues with respect to advanced topics such as corporations, consolidations, partnerships, limited liability companies, estates and trusts, non-profit, and governmental entities. Prerequisites: BUSN 207, 208, 307, and 308. 3 hrs.

BUSN 432 Entrepreneurial Enterprises
Entrepreneurial Enterprises: This course focuses in-depth at defining, creating and funding a new business idea. It examines how entrepreneurial ventures differ from the established organizations in strategy, financial analysis, funding, and competitor analysis. The specific needs for successfully launching a new venture within an established organization, as well as an independent one; and the development of a business plan capable of being presented to potential investors/managers for funding are the key outcomes of the course. Prerequisite: BUSN 403. 3 hrs.

BUSN 452 Marketing Management
Marketing Management: Using the case analysis method, marketing strategies used by management are examined under a variety of circumstances and within a variety of business and organizational settings. Prerequisite: BUSN 340. 3 hrs.

BUSN 453 Marketing Research
Marketing Research: This is an introduction to the research and methods used in the marketing process. Areas given emphasis include sources of market data, sampling surveys, interpretation of data and the relationship of market research to the policies and functions of a business. Prerequisites: BUSN 340 and MATH 106. 3 hrs.

BUSN 454 International Trade
International Trade: This course presents and applies the main economic theories of why and what nations trade to understand the benefits and costs of international trade and the impact of commercial policies that restrict or promote trade. May be taken as ECON 454. Prerequisites: ECON 203 and 204. 3 hrs.

BUSN 455 Sales Management
Sales Management: This course focuses on the fundamentals of sales management with an emphasis on the management of professional consultative selling personnel. Since selling is an essential key to success in the marketing process, understanding how to manage sales personnel through understanding the personal selling process and how to motivate sales personnel is essential for all marketers. The course combines recitation, case study, and applied experiential learning. Prerequisite: BUSN 340. 3 hrs. 3 hrs.

BUSN 458 International Economics
International Economics: This course extends microeconomic and macroeconomic theories to address fundamental questions regarding the nature and impact of international exchange. Topics include in-depth treatment of theories of international trade and trade policy in perfect and imperfectly competitive markets, economic integration, balance of payments and currency markets, and the conduct and efficacy of monetary and fiscal policies in an open economy. Prerequisites: ECON 203, ECON 204, BUSN 420 and junior or senior class standing. This course is also cross listed as ECON 458. 3 hrs.

BUSN 460 Business Systems
Business Systems: Using the operations rubric of a supply chain and/or the marketing rubric of the consumer value chain, the course approaches business from a systems perspective. The objective is to focus on basic concepts in systems thinking. This course bridges the gap between the functional nature of the core curriculum and the integrative nature of the capstone course in Strategic Management. In addition, the course introduces, re-enforces and enhances concepts of operations management and the use of information systems in the management of the enterprise. Prerequisites: BUSN 333 and 340. 3 hrs.

BUSN 461 Practicum in Leadership
Practicum in Leadership: An introduction to group theory, research, and process. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. Prerequisite: Junior standing and permission of faculty. 3 hrs.

BUSN 465 Business Case Writing
Business Case Writing: This course allows students a unique opportunity to apply classroom lessons to a real world situation. Students, with close faculty supervision, will research, develop and write a business case. The ultimate goal is the presentation of the finished case at an academic meeting. Open to junior and senior business majors with a 3.5 GPA or above and approval of faculty. 3 hrs.

BUSN 485 Strategic Management
Strategic Management: This is the capstone course for the major requiring basic knowledge of accounting, finance, economics, marketing management, legal environment, and international business. It is designed to develop analytical skills in strategy formulation and implementation and an integrated view of business operations. It also provides a basic grasp of policy problems in a variety of business and governmental settings through the use of case studies. Prerequisites: Admission to the major, and BUSN 305, 333, 340, 360 and 420. 3 hrs.

BUSN 492 Topics in Business
Topics in Business: This course is designed to investigate and evaluate current topics or specialized areas of business. Course topics are announced the semester preceding the offering. Prerequisite: To be designated for each specific course offered. *Repeatable for a total of 12 hrs.* 3 hrs.

BUSN 495 Independent Research/Study
Independent Research and Study: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the undergraduate program chair. Open to senior business majors with a 3.000 grade point average in the major. 1-3 hrs.

GRADUATE COURSES

BUSN 542 MBA Foundations I
MBA Foundations I: This course covers Financial Accounting and Statistics concepts essential to success in core PMBA courses. A grade of Pass = B or better. No prerequisites. *Pass/No Record.* 3 hrs.

BUSN 543 MBA Foundations II
MBA Foundations II: This course covers Finance and Statistics concepts essential to success in the core PMBA courses. A grade of Pass = B or better. Prerequisite: BUSN 542. *Pass/No Record.* 3 hrs.

BUSN 600 Leadership Development
Leadership Development: The primary objective of the course is to provide a developmental opportunity for students to be more effective and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. *Pass/Fail.* A grade of Pass = B or better. 3 hrs.

BUSN 605 Law and Ethics
Law and Ethics: This course examines the relationship between business and the complex network of state and federal laws and regulatory agencies. It is designed as a study of the legal and ethical environment of business. Topics will include the development of the law and legal system, regulatory law and regulatory agencies, commercial law basics and the fundamentals of applied business ethics. Specialty topics will include employment and labor law, environmental law, litigation/risk management, insurance and others. 3 hrs.

BUSN 608 Managing in a Global Context
Managing in a Global Context: This course develops an understanding of the challenges that firms and their managers face in attempting to operate in an increasingly global business environment. The course explores the causes and consequences of the evolving global business environment including the changing patterns of international trade and investment, the nature and impact of international trade policies and institutions, exchange rates and the management of exchange rate risk. Case analysis is used to explore management of the multinational enterprise including strategic options for international expansion, parent-subsidiary relationships, and the challenges of operating in a multi-cultural business environment. Prerequisite: BUSN 615. 3 hrs.

BUSN 610 Management of Organizations
Management of Organizations: This is an advanced seminar in management, which explores the emerging management paradigm and contrasts it with traditional approaches. The course addresses the development, design, operation and control of activities necessary to generate goods and services in profit and non-profit organizations. Topics include motivation, team development, leadership and ethics, operational excellence, organizational design and structure, change, and strategy. 3 hrs.

BUSN 612 Organizational Behavior
Organizational Behavior: The course provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is placed on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motiviation, teamwork, career issues, work roles, job enrichment, and employee participation activities necessary to generate goods and services in profit and non-profit organizations. 3 hrs.

BUSN 615 Economics for Managers
Economics for Managers: This course introduces core economic concepts and relationships pertinent to business strategy formulation and managerial decisions. Topics covered include the role and interaction between consumer demand, firm costs, and industry market structure in guiding informed managerial decisions, the impact of alternative public policies at the industry and firm level, and assessment of broader macroeconomic policies. Students learn and apply basic economic concepts to gain understanding of their use and importance for business management and effective decision making. 3 hrs.

BUSN 620 Managerial Accounting
Managerial Accounting: This course examines the way in which managers analyze and use accounting information to make effective managerial decisions. The course focuses on how to compute and prepare special analyses and reports as well as how to interpret those results for decision making purposes. Major topics include financial statements, product costing, budgeting, cost-volume-profit relationship, and planning and control. Prerequisite: BUSN 542. 3 hrs.

BUSN 622 Managerial Finance
Managerial Finance: This course Introduces students to the theory and practice of corporate finance in a valuation and decision making context. In particular, students will learn to employ a valuation approach for making decisions in areas including capital budgeting, capital structure, cash distributions, raising capital, and mergers and acquisitions. The course blends theoretical aspects of corporate finance with case discussions. Prerequisite: BUSN 543 and 615. 3 hrs.

BUSN 630 Marketing Management
Marketing Management: The marketing manager's requirements include analyzing markets, designing and implementing marketing strategies, and managing brands. These requirements are achieved by identifying and targeting customer needs that can be satisfied by the organization's value proposition. A successful marketer, therefore, focuses an organization's resources to meet customer needs and to maximize internal objectives. In this course, students will utilize quantitative and qualitative methods that enhance the likelihood of successfully achieving these goals. Prerequisite: BUSN 542. 3 hrs.

BUSN 635 Business Analytics
Business Analytics: This course provides an overview of concepts, techniques and applications of statistical data analysis and management science as they support decision making processes throughout the organization. Includes quantitative methods commonly used to support business decision modeling and to investigate past business performance to drive business planning. The course includes the application of current computer software. Prerequisites: BUSN 542 and 543. 3 hrs.

BUSN 645 Management Information Systems
Management Information Systems: This course examines how information systems are developed and used in organizations to achieve business success and competitive advantage. Emphasis is placed on information technology as an enabler to support business strategy, define business models and provide for more efficient operations in both domestic and global business environments. 3 hrs.

BUSN 646 Operations Management
Operations Management: This course explores the relationship between operating systems of the organization and the marketing, financial and human resource systems. Tactical day-to-day operating decisions and long-range strategic decisions are covered and discussed. The student will learn strategies and methods that will assist in discerning how productive entities work and ways to improve performance. Prerequisite: BUSN 612. 3 hrs.

BUSN 650 Strategic Planning & Implementation
Strategic Planning & Implementation: This course integrates many of the student's academic and professional experiences to focus on the strategic planning necessary for an organization to define and achieve its overall objectives. The course includes discussion of cases and a project. The ability to identify issues and problems and to develop management strategies for an organization is emphasized. Prerequisites: BUSN 612, 620, 622, 630 3 hrs.

BUSN 651 Conflict and Negotiation
Conflict and Negotiation: The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, the goal of the course is to assist you in identifying and analyzing your conflict management style and in developing an action plan for improving your negotiation skills and for managing conflict. No Prerequisites. 3 hrs.

BUSN 652 Technology Management
Technology Management: The objective of this course is to develop a management strategy appropriate for dealing with an accelerating stream of technological innovation. Major tips include information systems, EDI, networks and telecommunications, expert systems and artificial intelligence, as well as the impact of technology on issues of ethics and privacy. 3 hrs.

BUSN 653 Entrepreneurship
Entrepreneurship: This course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure.The course explores the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. 3 hrs.

BUSN 655 Consumer Behavior
Consumer Behavior: This course provides the student with an overview of the consumer decision-making process and factors that influence this process. The course will examine the psychological and sociological aspects of how consumers evaluate their ever-increasing purchasing options. Understanding such a process is a critical factor in strategic planning. The manner in which marketers utilize such information will be emphasized through class analyses. 3 hrs.

BUSN 657 Marketing Research
Marketing Research: This course provides an introduction into marketing research processes and results. Upon completing this course, the student should be able to interpret research findings and to reach meaningful conclusions based upon those findings. To meet these objectives, this course requires actual fieldwork supplemented by case studies. Prerequisite: BUSN 630. 3 hrs.

BUSN 658 Investment Analysis
Investment Analysis: This course includes the study of capital market theory, the balance between risk and return, rates of return required by investors and the study of betas in the capital asset pricing model, all examined from the viewpoint of the private investor. Prerequisite: BUSN 622. 3 hrs.

BUSN 659 International Marketing
International Marketing: This course focuses on the economic, social and political influences on marketing management in the international context. Basic marketing principles and processes form the conceptual framework for understanding global integration, decision-making and strategic planning. Prerequisite: BUSN 630. 3 hrs.

BUSN 662 Capitalism & Its Origins
Capitalism and Its Origins: What is capitalism? When, where, why and how did it arise? What are its costs and benefits? What are the alternatives to capitalism? This is a course in political economy. It aims to foster clear and dispassionate analysis of volatile issues arising from the impact of a market economy on aspects of contemporary life. 3 hrs.

BUSN 663 Creative Connections
Creative Connections: This hands-on course will draw on community resources to explore the nature and universality of creativity, methods for cultivating individual creativity, and organizational frameworks for creative problem-solving. Everyone is creative, but not everyone has explored his/her creativity or made connections between individual creative interests and a business career. In an environment of rapid change, leaders must be able to find connections between seemingly disparate fields and functions and to critically assess options. Prerequisites: None. 3 hrs.

BUSN 664 Legal Environment of Business
Legal Environment of Business: Focusing on strategy implications, this course will examine the legal, regulatory, political, ethical, and social environment of business. Using a case approach, the course builds on a foundation of legal basics, helping practical managers analyze issues and operate within the external framework of their business. Prerequisite: BUSN 605. 3 hrs.

BUSN 665 International Experience
International Experience: During this course students participate

in a "hands-on" exploration of the business environment of a country or countries in Europe, Asia, Latin America or North America. Course requirements include attendance at pretrip seminars and completion of all course assignments after the conclusion of the travel experience. 3 hrs.

BUSN 667 Transformational Change
Transformational Change: Transformation Change provides an experience of an intensive leadership development process focused on the individual becoming a more fully integrated person. Using a highly experiential approach, the course utilizes personality and leadership assessments, reflective papers and journaling to create a platform for transformational change. Special emphasis is placed on building personal resiliency with a focus on moving towards self-actualization and growth by identifying and managing an individual's unique leadership "shadow." This experience is an intensive process to promote transformational growth and breakthrough leadership development. No prerequisites. 3 hrs.

BUSN 668 International Financial Management
International Financial Management: This course is an in-depth look at the role of money in the modern economy, the international market for currencies, hedging and speculation in international finance, exchange rates and the effect of international money movements on domestic economic activity. Prerequisites: BUSN 608 and 622. 3 hrs.

BUSN 670 Topics in Business
Topics in Business: Topics vary each term, check the term schedule for specific Topic descriptions. May be repeated with different topics for a total of nine credit hours toward the MBA degree. *Repeatable for a total of 9 hrs.* 3 hrs.

BUSN 671 Seminar in Financial Management
Seminar in Financial Management: The seminar will focus on various areas within the discipline using case analysis. Topics may include, but are not limited to,Working Capital, Capital Budgeting, Capital Structure, and Mergers and Acquisitions. Prerequisite: BUSN 622. 3 hrs.

BUSN 672 Introduction to Coaching Theories
Introduction to Coaching Theories: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. (Also offered as ODEV 640 Introduction to Coaching Theories) 3 hrs.

BUSN 673 Advanced Coaching Theories
Advanced Coaching Theories: A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. Prerequisite BUSN 672. (Also offered as ODEV 645 Advanced Coaching Theories) 3 hrs.

BUSN 674 Coaching Practicum
Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Prerequisite: BUSN 672, 673. (Also offered as ODEV 650 Coaching Practicum) 3 hrs.

BUSN 675 Hyper-Connected Innovation
Hyper-Connected Innovation: This course examines the need for shifting leadership approaches to develop new methods of generating value that drive growth by creating an environment of idea generation, entrepreneurship and innovation. Students will explore such topics as creative experimentation, idea emergence, information distribution, social capital, open source innovation, behavior networks, design research, viral marketing and strategic architectures. Prerequisites: None. (Also offered as ODEV 655 Hyper-Connected Innovation) 3 hrs.

BUSN 676 Management Consulting
Management Consulting: This course introduces the concepts, methods, skills, and attitudes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skill in dialogue and consulting, with a particular emphasis on attitude development through the application of the Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management.This course is also cross listed as ODEV 656 Management Consulting. 3 hrs.

BUSN 677 Interpersonal & Group Dynamics
Interpersonal and Group Dynamics: This course focuses on the study of the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored and applied. Students are expected to explore their use of self in the context of groups as well as groups at a behavioral level. No prerequisites. This course is also cross listed as ODEV 635Interpersonal and Group Dynamics. 3 hrs.

BUSN 680 Independent Study
Independent Study: This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must complete and have approved a proposal for an Independent Study prior to registration for this course. This course may be repeated for a maximum of six credit hours. *Repeatable for a total of 6 hrs.* 1-3 hrs.

BUSN 681 Organizational Behavior
Organizational Behavior: Provides an overview of topics and concepts in the field of Organizational Behavior. Emphasis is on developing a theoretical grasp of issues and problems and an understanding of practical implications of various theories of human behavior at work. Specific topics include leadership, motivation, teamwork, career issues, work roles, job enrichment, and employee participation activities necessary to generate goods and services in profit and non-profit organizations. 3 hrs.

BUSN 682 Managerial Accounting
Managerial Accounting: This course introduces the basic concepts of financial and managerial accounting. It examines the way in which managers analyze and use accounting information to make effective managerial decisions. The course focuses on how to compute and prepare special analyses and reports as well as how to interpret those results for decision making purposes. Major topics include financial statements, product costing, budgeting, cost-volume-profit relationship, and planning and control. 3 hrs.

BUSN 683 Leadership Development
Leadership Development: The primary objective of the course is to provide a developmental opportunity for students to be more effective and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. Components of the course will be held in person during the scheduled residencies. 3 hrs.

BUSN 684 Managing in a Global Conflict
Managing in a Global Conflict: This course develops an understanding of the challenges that firms and their managers face in attempting to operate in an increasingly global business environment. The course explores the causes and consequences of the evolving global business environment including the changing patterns of international trade and investment, the nature and impact of international trade policies and institutions, exchange rates and the management of exchange rate risk. Case analysis is used to explore management of the multinational enterprise including strategic options for international expansion, parent-subsidiary relationships, and the challenges of operating in a multi-cultural business environment. 3 hrs.

BUSN 685 Managerial Finance
Managerial Finance: Introduces students to the theory and practice of corporate finance in a valuation and decision making context. In particular, students will learn to employ a valuation approach for making decisions in areas including capital budgeting, capital structure, cash distributions, raising capital, and mergers and acquisitions. The course blends theoretical aspects of corporate finance with case discussions. 3 hrs.

BUSN 686 Business Analytics
Business Analytics: An overview of concepts, techniques and applications of statistical data analysis and management science as they support decision making processes throughout the organization. Includes quantitative methods commonly used to support business decision modeling and to investigate past business performance to drive business planning. Includes the application of current computer software. 3 hrs.

BUSN 687 Marketing Management
Marketing Management: The marketing manager's requirements include analyzing markets, designing and implementing marketing strategies, and managing brands. These requirements are achieved by identifying and targeting customer needs that can be satisfied by the organization's value proposition. A successful marketer, therefore, focuses an organization's resources to meet customer needs and to maximize internal objectives. In this course, students will utilize quantitative and qualitative methods that enhance the likelihood of successfully achieving these goals. 3 hrs.

BUSN 688 Management Information Systems
Management Information Systems: This course examines how information systems are developed and used in organizations to achieve business success and competitive advantage. Emphasis on information technology as an enabler to support business strategy, define business models and provide for more efficient operations in both domestic and global business environments. 3 hrs.

BUSN 689 Operations Management
Operations Management: This course explores the relationship between operating systems of the organization and the marketing, financial and human resource systems. Tactical day-to-day operating decisions and long-range strategic decisions are covered and discussed. The student will learn strategies and methods that will assist in discerning how productive entities work and ways to improve performance. 3 hrs.

BUSN 690 Economics for Managers
Economics for Managers: Introduces core economic concepts and relationships pertinent to business strategy formulation and managerial decisions. Topics covered include the role and interaction between consumer demand, firm costs, and industry market structure in guiding informed managerial decisions, the impact of alternative public policies at the industry and firm level, and assessment of broader macroeconomic policies. Students learn and apply basic economic concepts to gain understanding of their use and importance for business management and effective decision making. 3 hrs.

BUSN 691 Corporate Governance and Ethics
Coprorate Governance and Ethics: This course focuses on the practice of corporate governance and ethical behavior. Students will deepen their understanding of the legal and ethical responsibilities of shareholders, boards of directors, and management of a corporation with the goal of learning to develop a sound corporate governance framework. Students will analyze and discuss cases and real-world situations to better understand the interplay between law, ethics, corporate governance, and social responsibility in the context of business and public policy. 3 hrs.

BUSN 692 Strategic Planning & Implementation
Strategic Planning & Implementation: This is the capstone course of the MBA program in which the emphasis is on the strategic planning necessary for an organization to define and achieve its overall objectives. Cases include problems in which economic, moral, personal, social and political factors are involved. A major theoretical or practical project is required. The final exam of the course is comprehensive and is designed to evaluate overall synthesis of content of the foundation and core courses. 3 hrs.

BUSN 693 Economics of Healthcare
Economics of Healthcare: This course examines how decisions are made by consumers, healthcare providers, and health insurers. The course is built around individual's demand for healthcare and the supply of services by doctors and hospitals. Topics covered include cost-benefit analysis/cost-effectiveness analysis, the role of the government as a provider of care, health insurance, managed care, long-term care, and the pharmaceutical industry. 3 hrs.

BUSN 694 Legal/Ethical Issues in Healthcare
Legal and Ethical Issues in Healthcare: This course examines the roles of the legal, legislative and administrative systems in healthcare. Students will analyze important ethical, legal and policy issues in healthcare. Students will develop critical thinking skills needed for ethical decisions in the healthcare environment. Practical and theoretical applications of law are addressed with a focus on the identification of legal and bioethical issues arising from and affecting various healthcare employment settings. 3 hrs.

BUSN 695 Healthcare Policy and Strategy
Healthcare Policy and Strategy: Surveys theory and practice in the management and policy sciences as applied to the field of public healthcare. Students will gain an understanding of the U.S. public healthcare system, methods of policy analysis, and public and private sector institutions. Students will analyze and discuss topics related to health policy initiatives, resource allocation planning, and the strategic problems faced by healthcare managers in applying modern business concepts to healthcare systems. 3 hrs.

CHEMISTRY

CHEM 101 General Chemistry I
General Chemistry I: This course includes the structure of the atom; the structure of the nucleus and nuclear chemistry; the Periodic Table; chemical bonding; solids, liquids and gases; stoichiometric relationships; the properties of solutions; colloidal systems; chemical equilibria; and hydrocarbons. Three hours lecture per week. Designed for non-science majors. Corequisite: CHEM 101L. 3 hrs.

CHEM 101L General Chemistry I Lab
General Chemistry I Laboratory: This laboratory introduces the student to elementary glass-working, general laboratory equipment and techniques, the principles of quantitative operations and qualitative analysis. Three hours laboratory per week. Lab fees apply. 1 hr.

CHEM 111 Chemistry Principles I
Chemistry Principles I: The study of atomic and molecular

structures, electronegativity, the relationships of the Periodic Table, covalent, ionic and metallic bonding, molecular orbitals, and enthalpy. Three hours lecture per week. Designed primarily for science majors. Corequisite: CHEM 111L. 3 hrs.

CHEM 111L Chemistry Principles I Lab
Chemistry Principles I Laboratory: This laboratory introduces students to general laboratory equipment and techniques and the principles of gravimetric analysis. Three hours laboratory per week. Lab fees apply. 1 hr.

CHEM 112 Chemistry Principles II
Chemistry Principles II: The study of chemical equilibria, reaction rates, free energy, electro-chemistry, acids, bases and pH and an introduction to carbon chemistry. Three hours lecture per week. Designed primarily for science majors. Prerequisite: CHEM 111 or its equivalent. Corequisite: CHEM 112L. 3 hrs.

CHEM 112L Chemistry Principles II Lab
Chemistry Principles II Laboratory: This laboratory introduces buffers, colligative properties, semi-micro techniques and volumetric and qualitative analysis. Lab fees apply. 1 hr.

CHEM 300 Research Methods
Research Methods: A course designed to prepare students to conduct independent research projects in their senior year. This course will develop skills in research planning; experimental design; use of laboratory and computer techniques; preparation, criticism, and oral presentation of research plans; and communication of research findings. Students may elect to take this course as ENST 300 or ENVR 300. Prerequisite: CHEM 303. 3 hrs.

CHEM 303 Organic Chemistry I
Organic Chemistry I: Introductory course including an integrated survey of the more important compounds of the aliphatic and aromatic series; emphasis on problems in organic synthesis. Three hours lecture per week. Prerequisite: CHEM 112 or permission of the instructor. Corequisite: CHEM 303L. 3 hrs.

CHEM 303L Organic Chemistry Lab I
Organic Chemistry Laboratory I: This course introduces the student to the basic experimental techniques of chemical synthesis of organic compounds. Three hours laboratory per week. Lab fees apply. Prerequisite: CHEM 112L. 1 hr.

CHEM 304 Organic Chemistry II
Organic Chemistry II: Theoretical course treating the mechanisms of organic reactions in terms of modern structural theories. Three hours lecture per week. Prerequisite: CHEM 303 or permission of the instructor. Corequisite: CHEM 304L 3 hrs.

CHEM 304L Organic Chemistry Lab II
Organic Chemistry Laboratory II: A continuation of Laboratory 303L and the introduction of the student to organic qualitative analysis. Three hours laboratory per week. Lab fees apply. Prerequisite: CHEM 303L. 1 hr.

CHEM 305 Quantitative Analysis
Quantitative Analysis: Introduction to the theory and practice of quantitative analytical chemistry. Topics include volumetric analysis, spectroscopy, electrochemistry and chromatography. Three hours lecture per week. This course fulfills the writing-intensive course requirement. Prerequisite: CHEM 112. Corequisite: CHEM 305L. 3 hrs.

CHEM 305L Quantitative Analysis Laboratory
Quantitiative Analysis Laboratory: This laboratory introduces the student to the techniques of making accurate and precise measurements in the laboratory, with an emphasis on volumetric, gravimetric and electrochemical analysis methods. Three hours of laboratory per week. Lab fees apply. 1 hr.

CHEM 307 Instrumental Analysis II
Instrumental Analysis II: A second course in analytical chemistry, treating the theory and operation of electronic instrumentation. Three hours lecture per week. Prerequisite: CHEM 305 or permission. Corequisite: CHEM 307L. 3 hrs.

CHEM 307L Instrumental Analysis Laboratory
Instrumental Analysis Laboratory: This laboratory introduces the student to design, construction and operation of chemical instruments, as well as the proper selection of analytical techniques for solving chemical problems. Three hours of laboratory per week. Lab fees apply. Prerequisite: CHEM 305. 1 hr.

CHEM 308 Physical Chemistry I
Physical Chemistry I: Study of the structure of gases, the physical properties of matter, the laws of thermodynamics and the principles of equilibria. Three hours lecture per week. Prerequisites: CHEM 112, PHYS 101,MATH 121, 122 or permission of the instructor. Corequisite: CHEM 308L. 3 hrs.

CHEM 308L Physical Chemistry I Lab
Physical Chemistry I Laboratory: Introduction to basic devices for precise physical and chemical measurements. Three hours laboratory per week. Lab fees apply. 1 hr.

CHEM 309 Physical Chemistry II
Physical Chemistry II: Application of physical and mathematical principles to chemical systems: quantum mechanics, atomic structure, molecular structure, computational methods, and spectroscopy. Prerequisite: CHEM 308. Corequisite: CHEM 309L. 3 hrs.

CHEM 309L Physical Chemistry II Lab
Physical Chemistry Ii Laboratory: This laboratory introduces methods in computational chemistry and advanced spectroscopy. Corequisite: CHEM 309. 1 hr.

CHEM 320 Adv Inorganic Chemistry
Advanced Inorganic Chemistry: A study of the reactions and properties of inorganic elements based on electronic structure and periodic properties. Prerequisite: CHEM 304. 3 hrs.

CHEM 350 Biotechnology Techniques
Biotechnology Techniques: This course provides the foundation and understanding of various molecular biology and biochemsitry techniques through a project based laboratory and a supplemental lecture. One hour of lecture and three hours of laboratory per week. Prerequisites: BIOL 209, CHEM 111/111L. This course is also cross-listed as BIOL 350. 2 hrs.

CHEM 390 Chemistry Lab Assistant
Chemistry Laboratory Assistant: Practical experience as a laboratory assistant in the department. Chemistry 390 may be repeated once. Prerequisites: 8 hours of chemistry with a grade of B or better and permission. *Pass/No Record.* 0 hrs.

CHEM 391 Chemistry Lab Assistant
Chemistry Laboratory Assistant: Practical experience as a laboratory assistant in the department. Prerequisites: 8 hours of chemistry with a grade of B or better and permission. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

CHEM 401 Biochemistry
Biochemistry: Survey of Biochemistry: proteins, carbohydrates, lipids, nucleic acids, biotechnology, and metabolism. Prerequisite: CHEM 303. 3 hrs.

CHEM 401L Biochemistry Lab
Biochemistry Laboratory: This laboratory is an introduction to modern biochemical techniques with an emphasis on protein and nucleic acid methods. Co-requisite: CHEM 401. 1 hr.

CHEM 403 Advanced Biochemistry I
Advanced Biochemistry I: Study of protein conformation and

function; mechanisms and regulation of enzyme action; generation and storage of metabolic energy. Three hours lecture per week. Prerequisite: CHEM 303. 3 hrs.

CHEM 403L Advanced Biochemistry I Lab
Advanced Biochemistry I Laboratory: Basic principles and techniques of biochemistry laboratory investigation introduced; work is quantitative in nature. Three hours laboratory per week. Lab fees apply. Prerequisite: CHEM 303L or permission of the instructor. 1 hr.

CHEM 404 Advanced Biochemistry II
Advanced Biochemistry II: Study of the metabolism of biomolecules: biosynthesis of macromolecules; storage, transmission and expression of genetic information. Prerequisite: CHEM 403 or permission of the instructor. Corequisite: CHEM 404L. 3 hrs.

CHEM 406 Environmental Chemistry
Environmental Chemistry: In this course students will apply fundamental principles of chemistry to understand the source, fate and reactivity of compounds in the environment. The course will focus on the chemistry of the atmosphere, hydrosphere and lithosphere. Environmental issues that will be discussed include climate change, air pollution, pollution and treatment of soil and water resources and the environmental fate and utilization of pesticides and other anthropogenic compounds. 3 hrs.

CHEM 406L Environmental Chemistry Lab
Environmental Chemistry Laboratory: This laboratory allows students to apply experimental and analytical techniques to help study, describe and solve environmental problems. This is a problem solving course that will rely on fundamental principles of chemistry including equilibrium, reaction kinetics, solubility, partitioning and computer modeling. Students will learn basic analytical techniques required to analyze compounds in environmental samples including air, water and soil at concentrations as low as part per billion. Lab fee may apply. 1 hr.

CHEM 430 Topics in Chemistry
Topics in Chemistry: This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced annually. May be repeated for credit under different subtitles. Prerequisites: Vary with topic. 1-4 hrs.

CHEM 450 Directed Individual Study
Directed Individual Study: Individual research conducted by the student. Three, six or nine hours of consultation and laboratory work per week. Prerequisite: Open to advanced students by permission of the instructor. 1-4 hrs.

CHEM 470 Senior Project
Senior Project: The course consists of an independent research project. The topic and scope of the project are determined by the student in consultation with a faculty member. A written report and an oral presentation are required. Senior project may be taken twice for projects that span two semesters. Prerequisite: CHEM 300. *Repeatable for a total of 4 hrs.* 2 hrs.

COMPUTER INFORMATION SYSTEMS

CIS 110 Fundamentals of Microcomputers
Fundamentals of Microcomputers: This course introduces the fundamentals the personal computer (PC) with emphasis on the use of the PC to improve personal productivity. Application topics include word processing, spreadsheet, database, presentation graphics and communication software. 3 hrs.

CIS 120 Advanced Microcomputer Fundamentals
Advanced Microcomputer Fundamentals: This course provides advanced instruction in personal productivity applications using word processing, spreadsheet, database and presentation graphics software. Prerequisite: CIS 110 or permission of the department. 3 hrs.

CIS 131 Scientific Computer Programming
Scientific Computer Programming: Problem-solving processes, algorithmic design, structured programming in a procedural language, debugging and testing techniques. 3 hrs.

CIS 230 Introduction to the Internet
Introduction to the Internet: An overview of the Internet from an end-user perspective. Topics include the structure and uses of the Internet, use of web browser software and creating personal web pages. Prerequisite: CIS 110 and sophomore standing or permission of the department. 3 hrs.

CIS 270 Introduction to Information Systems
Introduction to Information Systems: An overview of the nature and uses of information systems in today's society. Topics range from hardware and software technologies to issues of privacy and ethics. Intended for both IS and non-IS majors. 3 hrs.

CIS 290 Introduction to Digital Multimedia
Introduction to Digital Multimedia: An introductory study of the computer technologies, creative skills and software tools employed in the digital arts. Topics include graphics, sound, and video. Concepts will be applied through an introductory examination of digital arts software. Emphasis is on the use of multimedia technologies rather than the computer science of multimedia technologies. This course is intended for all majors. Prerequisite: A basic familiarity with personal computer systems. 3 hrs.

CIS 300 Information Systems in Global Enterprise
Information Systems in Global Enterprise: This course focuses on IT environments around the world, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global management support systems, and global IT management strategies. The course provides an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes, and economic infrastructures. 3 hrs.

CIS 310 Applications Programming I
Applications Programming I: An introduction to software engineering methodologies and the development of software applications using RAD tools. Topics include interface design, structured programming and file input/output. Programming concepts are applied using a current software development environment. Prerequisite: MATH 209. 3 hrs.

CIS 315 Management Information Systems
Management Information Systems: All types of business, both large and small, are using information systems, networks, and Internet technology to conduct more of their business electronically, achieving new levels of efficiency and competitivenss. This course is an investigation of information systems within organizations. The course studies information systems from both technical and behavioral perspectives and the changes information systems are bringing to organizations and management. 3 hrs.

CIS 330 Applications Programming II
Applications Programming II: Extension of the concepts and skills presented in CIS 240. Topics include object oriented programming, database connectivity, client-server software development and an overview of software development systems. Programming concepts are applied using a current software development environment. Prerequisite: CIS 310. 3 hrs.

CIS 350 Systems Analysis & Design
Systems Analysis and Design: Concepts, principles, tools and techniques of information systems analysis and design.

Students will complete a significant systems analysis and design project. Prerequisite: CIS 310. 3 hrs.

CIS 370 Database Management Systems
Database Management Systems: Design and development of database management systems. Topics include file systems, the relational database model, structured query language and normalization and databasedesign. Students will complete the detailed physical design and implementation of a database system. Prerequisite: CIS 350. 3 hrs.

CIS 410 Networking and Telecommunications
Networking and Telecommunications: In-depth coverage of telecommunications fundamentals, including voice-video-data for LAN, MANN and WAN network systems. Topics include data communication and telecommunication concepts, models, and standards. Installation, configuration, systems integration and management of the technologies will be practiced. Prerequisite: CIS 350. 3 hrs.

CIS 450 Project Management and Practice
Project Management and Practice: Factors necessary for successful management of major projects. Topics include both the technical and behavioral aspects of project management and the project management body of knowledge (PMBOK). Intended for both Business and IS majors. Prerequisite: CIS 350 or permission of the department. 3 hrs.

CIS 470 Senior System Project
Senior System Project: Advanced IS majors engage in and complete the design and implementation of a significant information system. Project management, management of the IS function and systems integration are components of the project experience. Prerequisite: CIS 350. 3 hrs.

CIS 490 Current Issues in Computer Information Systems
Current Issues in Computer Information Systems: An advanced readings course dealing with relevant issues in the IT industry. Topics include current and evolving standards, current and emerging technologies, government regulation, e-commerce, IT workforce management, security, ethics and privacy. Prerequisite: CIS 370. 3 hrs.

CIS 492 Topics in Computer Information Systems
Topics in Computer Information Systems: An investigation of specialized areas of computer information systems not covered by other courses. Course topic is announced the semester preceding the offering. Prerequisite: to be determined for each specific course offered. Maybe repeated with different subtitles. 3 hrs.

CIS 495 Directed Reading/Independent Study
Directed Reading/Independent Study: A program of directed readings or a research project. Requires approval of the supervising professor and the Dean of the College. Open to senior majors in Information Systems with a GPA of 3.0 in the major. 1-3 hrs.

COMMUNICATION

COMM 101 Introduction to Communication Studies
Introduction to Communication Studies: This course surveys the processes of communication, and explores the way they work in such contexts as relationships, groups and organizations. The course includes such topics as perception and listening; the development, dissolution and maintenance of relationships; group decision-making; public persuasion; and mediated communication. 3 hrs.

COMM 111 Introduction to Media Studies
Introduction to Media Studies: This course introduces students of media and culture to the themes and debates central to the study of contemporary mediated forms of communication. The course offers a comparative approach to media studies, surveying a broad range of media forms--including print, radio, television, film, web-based and mobile media, and video games. The course considers the institutional structures that shape media production and reception, the impact of convergent technologies, and the social function of traditional and emergent media. 3 hrs.

COMM 200 Public Speaking
Public Speaking: This course develops student ability to prepare and deliver an effective speech for a variety of purposes. Topics include overcoming speech anxiety; composing appropriate beginnings and endings; choosing organizational patterns; and improving diction, and body language. 3 hrs.

COMM 202 Writing for Communication
Writing for Communication: Students in this course will learn to craft written messages, through argumentation, for the communication field including introductions to researching and writing the APA research paper, communication scholarship, corporate documents, and documents for media settings. This course fulfills the writing-intensive requirement for Communication majors. 3 hrs.

COMM 204 News Writing & Reporting
News Writing and Reporting: This course examines newspaper methods and the techniques of news writing, emphasizing basic editing. This course fulfills the writing-intensive requirement for Journalism and Digital Media majors. 3 hrs.

COMM 210 Digital Media Production
Digital Media Production: This course provides an introduction to the study of digital media production. Students will learn how to analyze and produce digital text, hypertext, web pages, digital photos, digital audio, podcasts, multimedia presentations and digital video. Throughout the course, students will be involved in hands-on projects that will help them begin to acquire the skills as producers of digital media. In addition, students will learn about the role of digital media in society and apply their learning through digital citizenship. 4 hrs.

COMM 213 Practicum: Queens Chronicle
Practicum: Queens Chronicle: Practical work in producing the student newspaper, The Queens Chronicle. The course features regular workshops with instructor and editors. *Repeatable for a total of 4 hrs.* 2 hrs.

COMM 217 Business Communication
Business Communication: Students in this course will learn practical skills to design and deliver effective written messages for corporate audiences. Students will learn research and writing skills for drafting business documents including reports, memos, emails, and other professional documents. The course stresses appropriate writing approaches, style, tone, document design, use of illustrations, and strategies for using these documents for effective corporate interactions and meetings. Students will also complete and present group-authored documents. 3 hrs.

COMM 218 Mass Communication Theory
Mass Communication Theory: An overview of the theories and processes of mass communication, with attention to media structures and their social impact. 3 hrs.

COMM 219 Principles & History of Journalism
Principles and History of Journalism: A survey of the evolution of the news media, students examine press freedom, censorship, changing definitions of news, and changes in the business model underlying journalism. The course provides a historical overview of the media landscape, and examines the enduring values and principles of journalism. 3 hrs.

COMM 231 Film Studies
Film Studies: Introduction and historical analysis of the development of cinema from the silent era to the contemporary avant garde. The course surveys technological developments,

the evolution of popular genres and the achievements of significant directors and their landmark films. 3 hrs.

COMM 233 Television Studies
Television Studies: This course surveys television history, including broadcast milestones, the entertainment and educational potential and the imprint on American society. Students will examine American mass culture through the window of television programming, explore the economic dimensions of the medium and investigate new technologies. 3 hrs.

COMM 250 Communication Theory
Communication Theory: The study of various communication theories as they frame research questions and influence conclusions. Theories range from basic concepts of the communication process through interpersonal, public, and mass communication. Prerequisite: COMM 101. Prerequisite/Co-requisite: COMM 202. 3 hrs.

COMM 304 Advanced News Writing: Print
Advanced News Writing: Print: Advanced study of the techniques of writing news, emphasizing the development of specialized skills and research techniques. Prerequisite: COMM 204. 3 hrs.

COMM 305 Organizational Communication
Organizational Communication: This course explores theories of organizational communication that help analyze the ways communication builds, maintains, and transforms organizations. Topics include communication in management; interpersonal relationships in the workplace; communication in small groups and teams; networking. Prerequisite: COMM 101. 3 hrs.

COMM 306 Integrated Strategic Communication
Integrated Strategic Communication: Strategic communication refers to the totality of an organization's efforts to lead, motivate, persuade, and inform its various publics, which include consumers, investors, employees, and the media. This course provides students with information and insights about strategic communication: how messages are created and framed, why we respond to messages the way we do, and how to employ communications strategies to advance organizational goals. Prerequisite: COMM 101. 3 hrs

COMM 310 Advanced News Writing: Broadcast
Advanced News Writing: Broadcast: This course explores broadcast journalism, examining the history of the industry, the structure of television newsrooms, changing professional environments and career opportunities in the field. Further, it gives students experience in writing and announcing radio and television news scripts. Prerequisites: COMM 204. 3 hrs.

COMM 311 Media Criticism
Media Criticism: This course introduces multiple perspectives in media analysis by requiring students to engage media texts (from news to advertising, on radio, television, and websites) as the objects of critical socio-political analysis. Students will explore theoretical vocabulary and resources that will enable them to analyze media artifacts from the multiple perspectives of message senders, message receivers, media technologies and media industries. Prerequisite: COMM 101. 3 hrs.

COMM 312 Nonverbal Communication
Nonverbal Communication: This course examines the various theories and applications of nonverbal communication in both personal and professional contexts. Topics include: body movement and gestures; clothing and personal artifacts; facial expression and eye behavior; use of space and territory; touching behavior; paralanguage and voice characteristics; and deception detection. The elements of nonverbal communication will be examined in the contexts of interpersonal relationships, the workplace, and cultural differences. Prerequisite: COMM 101. 3 hrs.

COMM 313 Community Media Ecosystems
Community Media Ecosystems: This course provides an applied perspective on the local information ecosystem, and the intersections between media systems, communities, and civic and industrial agencies. 1 hr.

COMM 314 Multimedia Writing & Reporting
Multimedia Writing and Reporting: Teaches the skills and understanding necessary to produce news stories across media platforms—print, broadcast and online. As the technical boundaries among media become less distinct, students must be prepared to enter the rapidly changing media environment. Prerequisite: COMM 204. 3 hrs.

COMM 315 Layout and Design
Layout and Design: This course introduces the forms and functions of typography and layout techniques. Students apply their knowledge to manipulate print and image in effective and creative webpage and print design. Prerequisite: COMM 204. 3 hrs.

COMM 316 Community Journalism & Public Affairs
Community Journalism and Public Affairs: Instruction and experience covering government, school, the courts and other major institutions. Critical analysis of examples of public affairs reporting. Projects in investigative reporting. Prerequisite: COMM 204. 3 hrs.

COMM 317 Gender & Communication
Gender and Communication: This course applies theories of gender studies to various communication contexts. Topics include gender roles and stereotypes; gender differences in verbal and nonverbal communication; gendered processes of socialization; images of gender in the media; and mixed vs. same sex group interactions. 3 hrs.

COMM 318 Photojournalism
Photojournalism: A practical and critical overview of photojournalism through exploratory photo essays, with an emphasis on multimedia applications. Training in still camera and digital media, with a consideration of the basic principles and ethics of visual journalism and its role in social and political change. 3 hrs.

COMM 319 Multimedia Storytelling
Multimedia Storytelling: This course examines the processes and tools for producing multimedia stories, the fundamental components of storytelling structure, and the impact of digital technologies on narrative form. The course explores the principles of interactivity and multimedia production by introducing students to a range of digital storytelling tools. Prerequisite: COMM 210. 3 hrs.

COMM 320 Communication Research
Communication Research: Students will study quantitative and qualitative approaches to communication research. Students will apply an apporpriate approach to investigate a topic in depth for their term research paper. Prerequisites: COMM 101, COMM 202, COMM 250. 3 hrs.

COMM 321 Audio Production
Audio Production: Comprehensive overview of the basics of using digital audio equipment in a studio environment to record and edit audio. Students are introduced to audio systems, audio/video post-production, audio editing and surround sound mixing using software packages. Sound design theory is covered. 3 hrs.

COMM 322 Interpersonal Communication
Interpersonal Communication: The study of communication as it affects the individual's interaction with other people in relationships. The course includes consideration of such concepts as self-concept analysis, perception, self-disclosure,

gender roles in communication, nonverbal communication, listening behavior, dyadic interaction and interpersonal. Prerequisite: COMM 101. 3 hrs.

COMM 323 Serious Games & Mobile Media
Serious Games and Mobile Media: An introduction to the fundamentals of serious game design and development, and applied training in the mechanics of mobile platforms, with significant attention to the design and analysis of serious games, the theory and method of user-centered design, the principles of gameplay, and the role of games in social change. Prerequisite: COMM 210. 3 hrs.

COMM 324 Studies in New Media
Studies in New Media: This course examines the key theoretical works and arguments in the field of new media and considers moments of collision and convergence between media forms. Subjects to be considered include: computer culture, digital imaging technologies, interactivity and simulation, digital cinema, digital space, digital media, virtuality, cyberspace, online identity, social networks, collective intelligence, and new media communities. 3 hrs.

COMM 325 Global & International Media
Global and International Media: This course will introduce students to various issues in the field of international communication, such as media ownership and concentration, global digital divide, conditions of production of news and information, and global information and communication flows. All these issues will be explored from a critical perspective. All communication, information, and media themes will be examined in the context of globalization, understood as a set of cultural, political, social, and economic processes. Prerequisite: COMM 101, 111, or 218. 3 hrs.

COMM 326 Health Communication
Health Communication: This course examines the role of health communication in our everyday lives, with a focus on communication strategies that inform and influence individuals, families and communities. The course explores the dynamics and impact of health communication between individuals and the health care system such as doctor-patient communication, dissemination of health related information and the role of mediated communication in examining health communication. 3 hrs.

COMM 327 Intercultural Communication
Intercultural Communication: This course examines the relationship between communication and culture. Defining culture is the first challenge. Other topics include acculturation, prejudice, stereotyping, and cultural competence. Prerequisite: COMM 101. 3 hrs.

COMM 328 Video Game Studies
Video Game Studies: An overview of the interdisciplinary academic study of video games, analyzing games as interactive media, rule-based systems, cultural and social texts, designed learning spaces, arenas of play and products of industrial discourse and design. 3 hrs.

COMM 329 Sports Reporting
Sports Reporting: Sports reporting takes specific kinds of news collection and analysis skills, whether stories are delivered through still or motion digital production, audio production, or print-driven media. This course will identify the kinds of stories sports generate, whether amateur or professional, from heartening to criminal. The course examines how to cover the sports beat, tell sports stories, and support multimedia sports stories with digital media, photos, and video. Prerequisite: COMM 101 or 204. 3 hrs.

COMM 332 Conflict Management
Conflict Management: This course examines the nature of conflict and the impact that conflict has on our professional lives. The focus of the course is on self-assessment and the effect that different styles of conflict management have on the parties involved. Specific strategies for managing conflict, including verbal and nonverbal communication, active listening, and negotiation are explored. Prerequisite: COMM 101. 3 hrs.

COMM 334 Family Communication
Family Communication: This course reflects the trends in theory and practice in developing an understanding of the frameworks of communication as it relates to the family unit. Communication issues include autonomy and intimacy; roles; power management; decision making; dialogue; conflict resolution and personalized communication rituals and patterns. Students will be able to identify communication problems and/or processes taking place within a family and will be able to analyze their own family experiences. 3 hrs.

COMM 335 Persuasion
Persuasion: Grounded in rhetorical theory, the art of persuasion has reemerged as a critical skill in both personal and mediated communication contexts. This course examines the strategies individuals and organizations use to persuade people to take a particular side in decisions that rely on opinion. Topics include the importance of credibility, logic, and emotion with regard both to evaluating and creating persuasive messages. Prerequisite: COMM 101. 3 hrs.

COMM 343 Mass Communication
Mass Communication: In this course students will analyze the forms, messages, social impact and economic structures of the mass media. Topics include the changing landscape of national and global media industries; the structure and design of media content; the role of media in public perceptions of ideas, events, institutions and people. Prerequisite: COMM 101, 111, or 218. 3 hrs.

COMM 344 Group Dynamics & Team Building
Group Dynamics and Team Building: This course analyzes the processes of small group communication, particularly in the context of task-oriented and decision-making bodies. Topics include the stages of group development; the dynamics of group interaction, productivity and satisfaction; team-building leadership and other group roles; decision-making, and managing conflict. 3 hrs.

COMM 345 Communicating Across Generations
Communicating Across Generations: This course will examine the landscape of today's organizations as challenges arise from generational differences. We will explore each of the four generations: Traditionals, Baby Boomers, Gen X and Millenials (Gen Y); their distinct social values; communication styles; work attitudes; lifestyle characteristics; consuming behavior and how each is portrayed in the media. We will also explore how the generations relate to and think about each other in families, the workplace and society. Prerequisite: COMM 101. 3 hrs.

COMM 346 Middle East Media
Middle East Media: This course builds on developments in media and social change and contemporary analyses of the Middle East toward a consideration of how communication technologies are being used in strategic transition in the region. The course considers strategic transition in democratic, liberalization, and commercial reforms, in domestic, transnational, and new media systems in the Middle East. The course also explores the role of Middle Eastern media in political action, as a potential tool for negotiation or resistance. It takes a critical look at how media technologies are assumed to facilitate or impede political, economic, social and cultural transitions in the Middle East. Prerequisite: COMM 101, 111, or 218. 3 hrs.

COMM 348 Communication & Ame Popular Culture
Communication and American Popular Culture: Popular culture is the culture known and shared by most people in a society. In this course, students will investigate the mass media and contemporary forms of popular culture in the United States and

what these say about American society, will look at the elements of American popular culture that have made their way into other societies across the globe, and will come to understand what popular culture says about values, beliefs, and norms of American culture and others. 3 hrs.

COMM 350 Independent Study
Independent Study: Students may investigate a communication topic in depth with a faculty mentor. Open to communication majors with junior or senior standing and a 3.0 grade point average. 1-3 hrs.

COMM 352 History of American Journalism
History of American Journalism: This course explores the history of journalism in America from the colonial period to the present. Though it will focus on print journalism, it will consider as well the revolutionary significance of electronic journalism. This course will trace the continuities and changes in the ways in which news is defined, gathered, produced, and critiqued in American life and politics; and it will investigate in detail the lives and times of some of America's more intriguing journalists, from Peter Zenger to William Lloyd Garrison; from Ida Tarbell and the "Muckrakers" to H.L. Mencken; from early radio to TV news to the World Wide Web. Prerequisite: COMM 101 or 218. 3 hrs.

COMM 356 Sports Communication
Sports Communication: Sports communicate societal values and norms. This course will analyze the history of sports and its relationship to culture. Specific topics may include the functions of sports for the identities of individuals, groups, teams, and society, as well as the relationship between sports, media, and culture. Prerequisite: COMM 101. 3 hrs.

COMM 357 Sports Promotion & Publicity
Sports: Promotion and Publicity: This course surveys the strategy, techniques and communication media employed by public relations, marketing and promotion professionals to the unique application of the sports industry. Students will learn how to analyze sports audiences, develop promotion strategies, plan sports publicity events and understand the role of sponsorship. Students will also examine sports-related corporate social responsibility and community relations initiatives in local, national and international settings. Prerequisite: COMM 101. 3 hrs.

COMM 358 Interpersonal Relations in Sports
Interpersonal Relations in Sports: This course explores interpersonal relationships in various sport contexts. Students will examine the relationship of the coach with players and parents, youth/peer relationships in sports, team cohesion, motivational climate, personal perception and sport performance, the role of agents and agency and cultural influences on sport relationships. Students will investigate the dynamics and conflict in these relationships as well as practice skills to improve them. Students are advised to elect either COMM 322 (Interpersonal Communication) or this course, but not both. Prerequisite: COMM 101. 3 hrs.

COMM 359 Sports: Ethics, Law, & Media
Sports: Ethics, Law, & Media: The relationship between media and sports is long and complex. From documenting the physical artistry of a range of human endeavors to the tension and release of competitive games and events, sport activities provide the kind of stories and spectacle that drives audiences to media. Sports: Ethics, Law, & Media may examine the legal and ethical dimensions of issues such as the decline of "Sportsmanship;" the comaparison of "amateurism" to "professionalism;" the history and consequences of Title IX and other gender and diversity issues; relationships between reporters and athletes; the parallels between the culture of sport and the culture of business; and the issues of aging. Prerequisite: COMM 101. 3 hrs.

COMM 360 Topics in Communication
Topics in Communication: Intensive consideration of a single topic in communication. The topics for the course will vary from offering to offering and may range from considering the work of a single individual to a study of a general movement. May be taken twice with different titles. *Repeatable for a total of 6 hrs.* 1-3 hrs.

COMM 364 Media Law & Ethics
Media Law and Ethics: This course analyzes media policies and practices with respect to their political or practical generation, ethical enactment and social impact, including such topics as government regulation of the media, the influence of pressure groups, media influence, and libel and privacy laws. Prerequisite: COMM 101, 111, 218, or 219. 3 hrs.

COMM 370 Advanced Digital Media Production
Advanced Digital Media Production: This course provides advanced communication students with the opportunity to study and produce digital media. Students will produce and maintain a blog that will include digital still images, digital audio files and digital video. Students will participate in group activities that will enhance the knowledge and skills necessary to produce web-based multimedia. This is a hands-on, labor-intensive course. The course requires that students have experience planning and producing digital media. Prerequisite: COMM 210. 3 hrs.

COMM 401 Communication Seminar
Communication Seminar: The seminar course is a smaller, seminar setting in which students will investigate a specific communication topic or trend related to a current market trend, communication event, or other intensive discussion topic. Admission to each seminar course has a unique set of prerequisites based on the course material. Communication Seminar may be taken twice with different titles; repeatable for a total of 6 hours toward the major. Prerequisite: COMM 101, 111, or 218. *Repeatable for a total of 6 hrs.* 3 hrs.

COMM 405 Journalism and Media Innovation
Journalism and Media Innovation: Practical instruction in the technologies and techniques that are informing contemporary journalism, with a review of community news and information-gathering experiments, and case work with new delivery platforms. Prerequisite: Senior Standing. 3 hrs.

COMM 410 Media Industry Workshop
Media Industry Workshop: Field work in digital media production. Students are assigned a media industry partner, and engaged as part of a research and development team in the local entrepreneurial technology sector. Prerequisite: Senior Standing. 3 hrs.

COMM 465 International Experience
International Experience: During this course, students participate in a hands-on exploration of the communication environment of a country or countries in Europe, Asia, Africa, Latin America or North America, with particular attention to the effect of the communication culture on organizations. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. Prerequisite: COMM 101 or 218. 3 hrs.

COMM 495 Communication Capstone
Communication Capstone: Taken in the semester in which students expect to graduate, students will engage in a culminating experience by preparing a project in their chosen programs of study under the supervision of a faculty member. The capstone is intended to showcase student work in the program up to this final semester. Prerequisites: Senior Standing and COMM 202, COMM 250, and COMM 320; or Senior Standing and COMM 204, COMM 218, and COMM 313. 4 hrs.

GRADUATE COURSES

COMM 601 Communication Fluency
Communication Fluency: This introductory course exposes students to communication as a discipline and begins the process of improving each student's communication literacy. Communication literacy is the ability to access information, analyze and evaluate messages and texts, create content, reflect on social and ethical considerations, and engage in the community across all communication platforms with a variety of audiences (Hobbs, 2010). In this course, students gain an understanding of the paradigms of knowledge from a communication perspective as well as essential communication theory. The course demonstrates how to develop original inquiry into a communication topic. Students will identify and articulate a communication problem, strategy, or initiative to be analyzed and evaluated, aggregate and apply credible research, and compose and support arguments using a theoretical framework. In addition, students will begin to create and evaluate content on a digital platform related to a specific communication initiative and audience using an appropriate citation style. Students completing the course will walk away with skills to succeed in the program: how to locate credible research, analyze and evaluate a variety of texts, ask good questions, create content on digital platforms, and generally participate in the conversation within the communication discipline. 3 hrs.

COMM 610 The Social Creation of Organizing
The Social Creation of Organizing: This course demonstrates the ways social interaction shapes and is shaped by organizing processes. Students will see how communication becomes the means by which we come to make sense of organizational life and develop strategies, structures, and practices for coordinating action and meeting goals. Students explore how contemporary organizations transform individuals participating in society by examining essential topics such as identity construction, motives, motivation, effectiveness, socialization, leadership, and career. Forms of analysis include organizational values, narratives, artifacts, messages, practices, and structures. 3 hrs.

COMM 613 Constructing Messages & Audiences
Constructing Messages and Audiences: This course explores ways by which we construct and disseminate messages to a variety of audiences for a variety of purposes, including to lead, motivate, persuade, inform and advocate. Whether targeting consumers, employees, media professionals, investors, friends, family, or like-minded individuals, students will learn effective tools for creating messages that advance goals, and build and engage community. Students will explore how best to analyze audiences, craft messages, design information, choose among communication media, shape user experience, and evaluate success. The course gives special attention to how digital technology impacts effective communication including how to best consume, filter, create, and critically analyze messages. Students also explore the implications of evolving communication channels on society, especially with regard to opportunities for conversation, engagement, advocacy, and experimentation. 3 hrs.

COMM 616 Communicating Mindfully
Communicating Mindfully: This course examines communication ethics in individual, organizational, and societal contexts. Students will learn theoretical and practical applications of communicating mindfully in a society where interactions and messages are complex, shifting, and often mediated. The course increases understanding of how critical self-awareness and emotional intelligence contribute to communicating consciously and productively. Dialogue, narrative, reflection, and identification are explored as tools for ethical communication in a rapidly changing world. 3 hrs.

COMM 624 Comm & Culture in a Network Society
Communication and Culture in a Networked Society: This course addresses how digital connectivity in a networked society has changed and transformed culture. In particular, this course critically investigates how networking (i.e. blogs, video blogs, podcasts, streaming, tweeting, etc.) affects traditional conceptions of knowledge and information creation, production, transmission, and censorship. In addition, this course focuses on how traditional conceptions of organizational boundaries and influence, civic engagement, and organizational participation are evolving amidst an information technology revolution. 3 hrs.

COMM 629 Leadership, Empowerment and the Management of Meaning
Leadership, Empowerment, and the Management of Meaning: This course surveys the essential relationship between leadership and communication. Examining leadership from a communication perspective, this course focuses on leadership as meaning management; namely how to create, frame, and communicate one's own "realities" to others. Moreover, this class examines leadership as encompassing symbolic acts of creation and interpretation by drawing on communication theories (i.e., social construction of reality and coordinated management of meaning) that illustrate the symbolic capacities, limitations, and ethics of meaning making. Finally, the course focuses on practicing the skills of meaning making as it pertains to creating, using, interpreting, and critically evaluating moments of leadership in "everyday" acts of communication. 3 hrs.

COMM 634 Organizations,Technology and the Changng Nature of Work
Organizations, Technology and the Changing Nature of Work: This course explores how organizational technology necessitates a cultural reexamination of traditional definitions of "work," organizational boundaries, and employee-employer relationships. Specifically, this class addresses the relationship between technology and organizational communication from both macro and micro perspectives of analysis. From a macro perspective, this course investigates how organizational technologies shape employer and employee expectations and creates "new" ways of interpreting, acting, and responding to information and others. Finally, from a micro perspective, this course addresses particular workplace technologies, with special attention given to aesthetics, user-interface design, efficacy, and critical and ethical implications. 3 hrs.

COMM 638 Strategic Communication for Global Audiences
Strategic Communication for Global Audiences: This course explores various strategic communication issues and challenges with a diverse, global audience. The increased global climate necessitates new thinking habits and strategies to best craft targeted, integrated messages to a particular audience, whether it be global, national, or local. This course investigates strategies for successful audience analysis, community development and dialogue, image and branding, innovation, marketing, public relations, and risk and crisis management for global and multinational audiences. 3 hrs.

COMM 642 Interactive Media & Storytelling
Interactive Media and Storytelling: Even in the digital age, the stories we tell about ourselves and the stories that are told about us are narratively (re)constructed and evaluated. This class draws upon media theory (e.g., Marshall McLuhan) and narrative theory (e.g., Walter Fisher's narrative paradigm) as it pertains to creating, interpreting, and evaluating stories in the digital age. In particular, this course addresses the opportunities and challenges of creating stories for different media, the requisite skill sets needed for telling stories in different media, and an understanding of how audiences interpret and evaluate stories across different media platforms. 3 hrs.

COMM 646 Engaging Community in the Digital Age
Engaging Community in the Digital Age: Society today faces many unanticipated, unexplored problems and challenges, and communities can come together to develop innovative solutions

for a better tomorrow. As part of the Knight School of Communication mission to enhance digital and media literacy in Charlotte, in this course, students work together or in small groups to develop a digital community engagement project that aims to foster community and produce a solution to a particular social, civic, fiscal, or environmental problem or issue. The group nature of the course allows students to also explore group and team communication principles and practices, such as roles, norms, power, leadership, decision-making and problem-solving processes, and conflict. 3 hrs.

COMM 650 Independent Study
Independent Study: A student collaborates with a supervising professor to develop a program of directed readings and a research project that allows him or her to independently explore a particular area of interest that is not specifically covered within the existing curriculum. This course requires approval of the supervising professor and director of graduate programs. 3 hrs.

COMM 655 Mediated Self & Changing Relationships
The Mediated Self and Changing Relationships: This class investigates how specific digital and mediated platforms affect our understanding of essential interpersonal constructs such as relationship development and engagement, image management, the inevitable dialectical tensions of work-life balance, and the challenges and opportunities of creating private and public identities in a mediated landscape. In this class, students will study issues of identity by addressing how we compose our multiple and sometimes conflicting digital and media selves and how the presentation of our "work" self affects conceptions of our "private" self. This class seeks to address these essential questions by exploring the creation, development and negotiation of our multiple selves (i.e., identities) across a multitude of digital platforms. 3 hrs.

COMM 658 Creativity and Networks
Creativity and Networks: This course explores both traditional and cutting-edge approaches to innovation. Creativity, collaboration, and design are still essential, yet contemporary organizations are realizing the potential of new ways of thinking, such as right-brain approaches to organizing and open innovation using digital and mediated tools. By building an authentic, collaborative relationship among a community, organizations can tap into the creative potential of the crowd and harness the distributed knowledge of many. This course investigates how shifting communication practices have shaped knowledge, networks, and innovation. The course also explores how creativity and innovation can be fostered through curiosity, play, passion, connection, dialogue, experience, storytelling, and failure. 3 hrs.

COMM 662 Mediated Construction of Life Cycle
Mediated Constructions of the Life Cycle: The goal of this course is to help students become better critical "readers" (i.e., consumers) of mediated texts by employing a variety of techniques of critical and cultural analysis. Much of what we know and understand about our world is symbolically re-presented in mediated texts. This class explores mediated constructions of critical life experiences (e.g., work-related milestones such as hiring, promotion, unemployment, and retirement, health diagnoses, birth, dying and death, relationship milestones) to highlight how and in what ways these mediated life experiences shape our conception of what is good, bad, desirable, and undesirable. 3 hrs.

COMM 664 Organizational Identity & Brand
Organizational Identity and Brand: This course explores the ways organizations today craft and communicate an authentic brand identity. As the marketplace has changed, organizations have had to find ways to differentiate and gain the competitive edge. Connecting with stakeholders through a clear and consistent identity that aligns with organizational values and mission can increase profits as well as customer and employee loyalty. This course highlights the most effective ways to craft brand identity through authentic, strategic messages and visual presentation disseminated through both traditional and mediated platforms. The course also investigates how social networks have changed and challenged efforts to craft organizational identity and brand, as well as the ways employees' personal identities are ultimately interdependent with organizational identity. 3 hrs.

COMM 665 International Experience
International Experience: During this course, students participate in a hands-on exploration of the communication environment of a country or countries in Europe, Asia, Africa, Latin America, or North America, with particular attention to the effect of the communication culture on organizations. The course requires attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. 3 hrs.

COMM 668 Special Topics in Communication
Special Topics in Communication: This course intensively considers a single topic related to communication. Topics and prerequisites vary depending on the topic and instructor. Repeatable as needed. 3 hrs.

COMM 670 Directed Topics in Communication
Directed Topics in Communication: Topics vary each term. Check the term schedule for specific topic descriptions. *Repeatable for a total of 6 hrs.* 3 hrs.

COMM 674 Social Entrepreneurship
Social Entrepreneurship: This course explores social entrepreneurship as a new model of corporate and civic social responsibility. While the corporation-society relationship has been debated for more than a century—with some arguing that asking organizations to be socially responsive is against capitalist notions of free enterprise—most today realize the organizational and societal benefits to a business model that aims to benefit the triple bottom line—profit, people, and planet. This course investigates how entrepreneurial business principles, such as new ventures, risk, initiative, team building, and social networking can be leveraged to achieve social and environmental change while still creating financial gain. Programs such as micro or peer-to-peer lending and philosophies such as "paying it forward" and leveraging the social capital of the Internet are considered as viable means to evoke change. 3 hrs.

COMM 675 Capstone Seminar in Communication
Capstone Seminar in Communication: This course is the final course for students admitted prior to the 2012-2013 academic catalog. It requires students to integrate the major theories and principles from all of their courses so that the graduating student creates a defining perspective of the entire program of study. The course requires students to prepare and present a written comprehensive exam and an integrative project. Prerequisites: All other core courses from their catalog of entry (12 hours) and an additional 21 hours of course work. 3 hrs.

COMM 676 Visual Rhetoric and the Influence of Aesthetics
Visual Rhetoric and the Influence of Aesthetics: This course explores the ways visual aesthetics shape the consumption of messages and the interaction experience. With the variety of platforms available for disseminating messages today, it is vital to explore the role visual design plays in user/consumer experience and the ways information is processed and meaning is created and shared. The course investigates the ways visual attributes such as composition, color, images, information design, video, and user generated content influence the subjective consumption of messaging, including attention, feelings, and behaviors. Whether it be website design, graphic design, signs, art, cultural objects, or architecture, the course explores how best to create a positive interaction experience between the message creator and consumer. 3 hrs.

COMM 680 Expanding Communication Boundaries
Expanding Communication Boundaries: This course kicks off a year-long process during which students reflect and integrate program learning into an articulated specialty area. First, students will reflect on the knowledge and skills gained from the program by creating a digital portfolio that showcases course projects and articulates key learning and personal and professional goals. Then, in a comprehensive exam, students will demonstrate competency and confidence in composing specific arguments related to a communication topic that solves a specific problem or meets a specific need. Finally, students will begin to integrate learning with personal interests and passions by creating a proposal for an original communication inquiry project that expands existing communication boundaries. The project will be completed in COMM 681. COMM 680 should be taken in the Fall Term immediately prior to COMM 681 in the Spring term of graduation. 3 hrs.

COMM 681 Launching Passion into Practice
Launching Passion into Practice: In this course, students complete the communication inquiry project proposed and approved in COMM 680. Students will continue to harness their curiosity, program learning, and passion to create an original project related to a specific communication topic. Students will aggregate theoretical, research, and digital and media literacies with new ways of thinking to develop an innovative project that showcases their mastery of a particular area of communication. Prerequisite: Successful completion of COMM 680 with a B or higher and approval of a final project proposal. 3 hrs.

CORE PROGRAM IN THE LIBERAL ARTS

CORE 112 Noble Lives
Noble Lives: Today's students live in a diverse and multicultural world that makes it increasingly challenging to understand what it means to be a noble person. This course explores the lives of several noble persons and the cultures and experiences that shaped them. CORE 112's Defining Questions: What does it mean to live a noble life? What can pre-modern traditions teach us about nobility today? What can "nobility" mean in an increasingly democratic, twenty-first century world? How do noble people inspire us to act? 4 hrs.

CORE 122 Modern Citizenship
Modern Citizenship: Building on examples of noble lives from the first semester, this course will explore what it means to apply those lessons in the American context. In particular, students will experience what it means to be an active and responsible citizen in the modern world. CORE 122's Defining Questions: What are the rights and responsibilities of American citizenship? How have the definition and cultural meaning of citizenship changed over time? How have the economic, technological and globalizing transitions of the modern era challenged the practice of citizenship? How can we sustain and remain active American citizens in a rapidly changing and expanding society? 3 hrs.

CORE 222 Global Citizenship
Global Citizenship: During the sophomore year, students will explore what it means to be a noble person who is actively engaged in the world. In particular, students will investigate the political, economic, and social issues shaping other nations and the world. Using this new perspective, students will then seek to understand the responsibilities that accompany citizenship in an increasingly interdependent world. CORE 222's Defining Questions: How can Americans better understand other cultures? What does it mean to be a global citizen? How does a region or nation's place in the world impact its global rights and responsibilities? What are some of the most pressing problems in the world and why do they exist? How might a global citizen approach resolving some of these problems? 3 hrs.

CORE 412 Applying Ethics
Applying Ethics: This case-based course refines and applies the powers of critical thinking and ethical judgment developed in earlier CORE Program courses. It begins with an examination of ethical theories and then applies them to a variety of issues. CORE 412's Defining Questions: What ought I to do in this or that situation? What kind of person do I want to be? What do I regard as the best possible life? What do I regard as a good or just community? 3 hrs.

DANCE

DANC 200 Introduction to Dance
Introduction to Dance: Surveying different genres, this course will provide an introduction to the creative and analytical components of dance. Through lectures, readings, discussions, viewing and critical writing, students will cultivate an understanding of the way this art form contributes to social, cultural and historical movements. Satisfies the Cultural Arts distribution requirement. 3 hrs.

DANC 300 Dance Techniques
Dance Techniques: This class will offer an in-depth exploration of the principles and technique of an individual dance form. Studio practice will be supported by readings and written work. Prerequisite: PHED 131 or PHED 136 or permission of instructor. 3 hrs.

DANC 350 Dance Repertory
Dance Repertory: This class explores the aesthetic and interpretive issues that arise in preparing and presenting dance performance. Student dancers will work with faculty choreographers in the creation or reconstruction of a performance piece for public sharing. Prerequisite: DANC 300 or permission of instructor. 3 hrs.

DANC 360 Dance Composition
Dance Composition: This studio-based class introduces the principle and techniques of dance choreography. Class will explore fundamental concepts related to movement generation, structuring, and performance. Assignments encourage kinesthetic awareness and personal expression. Prerequisite: DANC 300 Dance Technique or permission of the instructor. 3 hrs.

ECONOMICS

ECON 203 Macroeconomics
Macroeconomics: This is an introductory survey of aggregate economic principles; the scope and method of economics; business organizations; money and prices; national income theory; economic stabilization policies and international trade. 3 hrs.

ECON 204 Microeconomics
Microeconomics: This is a survey of economic principles, dealing with specific components of the economy and their application to economic problems; basic demand and supply theory; the theory of production and income distribution; agriculture, government regulation and labor organizations. 3 hrs.

ECON 300 Topics in Economics
Topics in Economics: This course is designed to investigate and evaluate current topics or specialized areas of economics. Course topics are announced the term preceding the offering. May be repeated with different topics. Prerequisite: Designated for each topic offered. *Repeatable for a total of 6 hrs.* 3 hrs.

ECON 351 Money and Banking
Money and Banking: This is a study of the fundamental principles and practices of the money and credit systems of the United States; financial institutions, commercial banking, the Federal Reserve System, monetary theories and policy.Prerequisites: ECON 203 and 204, BUSN 207 and 208. 3 hrs.

ECON 355 American Capitalism
American Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. May be taken as BUSN 355. 3 hrs.

ECON 454 International Trade
International Trade: This course presents and applies the main economic theories of why and what nations trade to understand the benefits and costs of international trade and the impact of commercial policies that restrict or promote trade. May be taken as BUSN 454. Prerequisites: ECON 203 and 204. 3 hrs.

ECON 458 International Economics
International Economics: This course extends microeconomic and macroeconomic theories to address fundamental questions regarding the nature and impact of international exchange. Topics include in-depth treatment of theories of international trade and trade policy in perfect and imperfectly competitive markets, economic integration, balance of payments and currency markets, and the conduct and efficacy of monetary and fiscal policies in an open economy. Prerequisites: ECON 203, ECON 204, BUSN 420 and junior or senior class standing. This course is also cross listed as BUSN 458. 3 hrs.

EDUCATION

EDUC 201 Diversity in Schools
Diversity in Schools: In this course we will investigate both the similarities and differences within the following areas: cultures, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This will be accomplished through self-exploration and various activities. These topics will be discussed in terms of our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. 3 hrs.

EDUC 222 Foundations of American Education-Secondary Studentss/Foreign Language K-12
Foundations of American Education-Secondary Students/Foreign Language K-12: Educational theory and practice in the United States will be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; the relationship between school and society, including current sociological issues; and the governance, financing and legal aspects of teaching and learning research. Prerequisite for other methods and materials courses. Foliotek registration required. A 10 hour field experience is required. 3 hrs.

EDUC 224 Foundations and Curriculum in Elementary Education
Foundations and Curriculum in Elementary Education: In this course students explore the K-6 curriculum with emphasis on Common Core State Standards and NC Essential Standards to explore lesson planning, curriculum integration, instructional practice, differentiation of instruction for unique learners, classroom climate, and the use of internet for resources. Educational theory and practice in the United States will also be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; and the relationship between school and society. Prerequisite for other methods and materials courses. Foliotek registration required. A 10 hour field experience is required. 3 hrs.

EDUC 260 Teaching Children with Special Needs in Elementary Schools
Teaching Children with Special Needs in Elementary Schools: This course is designed to prepare candidates to effectively work with and teach students with special needs. Emphasis will be placed on specific methodologies that relate to the theory and practice of teaching students with special needs. Emphasis will also be placed on helping candidates learn to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with special needs. A 10 hour field experience is required. Prerequisite for majors only: EDUC 224. 3 hrs.

EDUC 270 Educational Technology
Educational Technology: This course introduces future teachers to a wide range of computer based and Web 2.0 tools. Students will gain the tools to effectively identify, locate, evaluate, design, and prepare lessons using educational technology as a resource in the classroom. Effective teachers can apply the National Educational Technology Standards for Students (NETS•S) as they implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students. Co/Pre-requisite for majors only: EDUC 224. A field experience is required. 3 hrs.

EDUC 299 Exploratory Internship in Education
Exploratory Internship in Education: This internship is to provide students with the opportunity to explore career options through on-site experiences in educational settings. This internship does not count toward the major. Instructor permission required. *Repeatable for a total of 6 hrs.* 1-3 hrs.

EDUC 300 Teaching Fellows Course
Teaching Fellows Course: This course is designed to expose students identified as NC Teaching Fellows to the Charlotte-Mecklenburg School system. Students will participate in hands-on applications of education principles and community leadership. The course is designed to focus on the philosophies of teaching in North Carolina public schools, curriculum and instruction, and the developmental needs of K-12 students. *Repeatable for a total of 24 hrs.* 3 hrs.

EDUC 304 Classroom Management & Conflict Resolution
Classroom Management and Conflict Resolution: This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. A 3 hour field experience is required. Prerequisite for majors only: EDUC 224. 3 hrs.

EDUC 305 Literature for Children
Literature for Children: Book selection and the integration of knowledge of children and books; includes evaluating types of literature and planning ways of using books with children. A 10 hour field experience is required. Prerequisite for majors only: EDUC 224. 3 hrs.

EDUC 310 Educational Psychology
Educational Psychology: Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be placed on development, learning, motivation, classroom management and assessment. 3 hrs.

EDUC 314 Cultural Arts and Movement in Elementary Education
Cultural Arts and Movement in Elementary Education: This course teaches students how to integrate arts and movement into the classroom. Students will learn how to effectively integrate visual arts, theatre arts, music, dance and PE across all content areas. This course will help students see the importance of teaching children through interdisciplinary instruction. A 10 hour field experience is required. Co-requisite for majors only: EDUC 224. 3 hrs.

EDUC 319 Using Data to Drive Instruction
Using Data to Drive Instruction: This course provides pre-service teachers with the tools necessary to assess and analyze assessment data to improve instruction and increase student academic achievement. 3 hrs.

EDUC 330 Management of Student Environment, Work and Behavior
Management of Student Environment, Work and Behavior: In this course students will explore the varied environments of high school education as well as how to differentiate student work and manage adolescent behavior. This course requires a 10 hour clinical experience. 3 hrs.

EDUC 335 Critical Issues in Education and School Communities
Critical Issues in Education and School Communities: This course will discuss the origin, development, and current status of elementary school curriculum and evaluate the trends and issues likely to influence the curriculum in schools. This course will also explore social, historical, political and philosophical issues that impact K-12 education nationally and internationally. Special emphasis will be placed on addressing diversity and equality issues, leadership, parental involvement, community service, and ethical advocacy. A year long student teaching experience begins in this course. Students will spend one full day a week in the classroom as the clinical experience. Prerequisite for majors only: EDUC 224. 3 hrs.

EDUC 345 Content Area Reading
Content Area Reading: The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies. Required for secondary teacher certification in all areas. A 15 hour field experience is required. 3 hrs.

EDUC 352 Topics in Education
Topics in Education: Intensive consideration of a problem in education that is not offered on a regular basis in the curriculum. The topics for the course will vary from term to term. Prerequisite: Sophomore status or above. 3 hrs.

EDUC 401 Teaching Reading & Other Language Arts
Teaching Reading and Other Language Arts: Curriculum and teaching strategies emphasizing teaching in a Balanced Literacy Approach with emphasis on the inter-relatedness of all language processes including reading, writing, listening, speaking, viewing, and visually representing. Includes an overview of basic reading skills and methods for teaching reading and the writing process. Integration of the language arts in all curricular areas is studied. A 10 hour field experience is required. Prerequisite for majors only: EDUC 224. 3 hrs.

EDUC 402 Diagnosis & Correction of Reading Difficulties
Diagnosis and Correction of Reading Difficulties: Teaches students how to identify, interpret, and prescribe strategies to meet the needs of individual learners focusing on a Balanced Literacy Approach. Formal and informal diagnostic measures are studied. A school experience of working with students who have reading difficulties is required. A 10 hour field experience is required. Prerequisite: EDUC 401. 3 hrs.

EDUC 404 Math Methods Elementary Education
Math Methods in Elementary Education: This course examines basic methodologies for teaching in the elementary school and applies these to the subject areas of math. Topics include lesson planning, integration of subject matter with real world topics, cooperative learning, mathematical practices, assessment techniques, problem solving, the use of technology and curriculum integration. Common Core State Standards for Math will be used throughout this course. A 10 hour field experience is required. 3 hrs.

EDUC 411 Social Studies Methods & Materials in Elementary Schools
Social Studies Methods and Materials in Elementary Schools: Examines methods, current trends and content of effective social studies teaching with emphasis on relationships among social science discipline areas in a multicultural society. Emphasis will be placed on developing thinking and problem solving skills as well as the relationship of social studies to other areas of elementary school curriculum. This course fulfills the writing intensive requirement. A 10 hour field experience is required. Prerequisite for majors only: EDUC 224. 3 hrs.

EDUC 412 Science Methods Elementary Educaton
Science Methods in Elementary Education : This course examines basic methodologies for teaching in the elementary school and applies these to the subject areas of science. Topics include the use of inquiry in lesson planning and delivery, integration of subject matter with real world topics, cooperative learning, assessment techniques, problem solving, the use of technology and curriculum integration. NC Essential Standards for Science will be used throughout this course. A 10 hour field experience is required. 3 hrs.

EDUC 435 Word Study
Word Study: Examines spelling instruction that relies on an understanding of English orthography and way in which children develop as spellers. Analyzes the role of spelling in literacy development; identifies the characteristics of how children read, write and spell in the stages of literacy development. Prerequisite for majors only: EDUC 224. 3 hrs.

EDUC 436 Secondary Methods & Materials
Secondary Methods and Materials: Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. Prerequisite to student teaching; normally to be taken in senior year. This course fulfills the writing intensive requirement. A 15 hour field experience is required. 3 hrs.

EDUC 444 Foreign Language Methods & Materials
Foreign Language Methods and Materials: Study of teaching methods, resources, materials and strategies as related to foreign language K-12 school teaching and specific content area teaching. Prerequisite to student teaching; normally to be taken in the senior year. This course fulfills the writing intensive requirement. A 15 hour field experience is required. 3 hrs.

EDUC 449 Practicum Student Teaching
Practicum Student Teaching: Course is designed for those students with extensive experience or certification in teaching in one area who now desire certification in area of experience or second area certification. Will include directed observation and student teaching in selected schools. Student Teaching Fee Applies. Prerequisite: Permission of the Instructor. *Pass/Fail.* 3-6 hrs.

EDUC 450 Individual Studies in Education
Individual Studies in Education: Programs of study for experienced classroom teachers, following their interests and needs, are planed with the help of the instructor. Persons intersted in enrolling in Education 450 must confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. Prerequisite: Classroom teaching experience and permission of the instructor. 1-3 hrs.

EDUC 451 Postpracticum Elementary Education
Postpracticum Elementary Education: This seminar course, which follows student teaching and is part of the professional block, is designed to provide the final integration of the theoretical and practical aspects of the education profession.

Through seminar topics and individual study, students will assess and strengthen the understandings and competencies required of teachers in elementary education. *Pass/Fail.* 2 hrs.

EDUC 470 Introduction to Gifted Education
Introduction to Gifted Education: An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; current problems, trends, and issues in gifted education. Foliotek registration required. 3 hrs.

EDUC 471 Social and Emotional Needs of Gifted Children
Social and Emotional Needs of Gifted Children: This course will focus on the theoretical and practical knowledge needed to support the social and emotional needs of gifted children. Special attention will be paid to current research on affective characteristics, personality traits, recognizing the signs of stress and distress and will explore ways to deal with perfectionism. Prerequisite: EDUC 470. 3 hrs.

EDUC 472 Gifted Curriculum & Instruction
Developing Curriculum and Differentiating Instruction for the Gifted: This course focuses on interdisciplinary approaches to instruction and integrative methods for designing learning experiences for gifted learners. Emphasis is placed on ways to use assessment data to extend basic differentiation of curriculum elements (i.e., content, process, product, and learning environment). 3 hrs.

EDUC 473 Methods and Models of Gifted Education
Methods and Models of Gifted Education: This course focuses on methods and models of instruction for high-ability learners. Special emphasis is placed on effective instructional methods for gifted students, including problem-based learning, project-based learning, independent/self-directed learning, Socratic seminar, critical thinking, and creative problem solving. 3 hrs.

EDUC 498A Supervised Internship - Elementary
Supervised Internship-Elementary: This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. 3 hrs.

EDUC 498C Supervised Internship Secondary
Supervised Internship Secondary: This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. 3 hrs.

EDUC 498D Supervised Internship - Foreign Language
Supervised Internship - Foreign Language: This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. 3 hrs.

EDUC 498G Supervised Internship
Supervised Internship: This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. 3 hrs.

EDUC 499A Professional Internship - Elementary
Professional Internship - Elementary: Directed observation and student teaching in selected schools, grades K-6; seminars are scheduled throughout this period. Student Teaching Fee Applies. 12 hrs.

EDUC 499C Professional Internship - Secondary
Professional Internship - Secondary: Directed observation and student teaching in selected schools, grades 9-12. Seminars are scheduled throughout this period. Student Teaching Fee Applies. 12 hrs.

EDUC 499D Professional Internship - Foreign Language
Professional Internship: Foreign Language: Directed observation and student teaching in selected schools, grades K-12. Seminars are scheduled throughout this period. Student Teaching Fee Applies. 12 hrs.

EDUC 499G Professional Internship
Professional Internship: This course is the culminating experience for Phase I of the MAT program. Students will spend 14 weeks as interns in two supervised, assigned placements in the Charlotte-Mecklenburg School system. Through this internship, students will integrate the theoretical and clinical dimensions of Phase I coursework through direct classroom experience. Reflective Journal, Case Studies, Final Course in Phase I. Student Teaching Fee applies. 12 hrs.

GRADUATE COURSES

EDUC 503 Educational Research & Evaluation
Educational Research and Evaluation: The purpose of this course is to teach students how to investigate and analyze various educational research findings. Students will then apply this new knowledge by synthesizing their findings and creating a research proposal within a real world setting. Students will be required to critically analyze research designs, explore and assess various research methods, comprehend basic statistical procedures, and interpret the data of current educational research findings. Additional topics include reflective examination of current school learning and teaching practices; assessment strategies in contemporary classrooms; identifying support for research in elementary school settings; and examining content pedagogy. Research, Reflective Writing, Case Studies. 3 hrs.

EDUC 504 Classroom Management and Conflict Resolution
Classroom Management and Conflict Resolution: This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. A 3 hour field experience is required. 3 hrs.

EDUC 510 Educational Psychology
Educational Psychology: Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management, and assessment. 3 hrs.

EDUC 513 Mathematics Methods in Elementary Education
Math Methods in Elementary Education: This course examines basic methodologies for teaching in the elementary school and applies these to the subject areas of math. Topics include lesson planning, integration of subject matter with real world topics, cooperative learning, mathematical practices, assessment techniques, problem solving, the use of technology and curriculum integration. Common Core State Standards for Math will be used throughout this course. A 10 hour field experience is required. 3 hrs.

EDUC 514 Educational Technology
Educational Technology: This course introduces future teachers to a wide range of computer based and Web 2.0 tools. Students

will gain the tools to effectively identify, locate, evaluate, design, and prepare lessons using educational technology as a resource in the classroom. Effective teachers can apply the National Educational Technology Standards for Students (NETS•S) as they implement and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students. A field experience is required. 3 hrs.

EDUC 518 Foundations/Curriculum in Elementary Education
Foundations and Curriculum in Elementary Education: In this course students explore the K-6 curriculum with emphasis on the NC Course of Study, planning lessons, curriculum integration, instructional practice, differentiation of instruction for unique learner needs, classroom climate, and the use of the INTERNET for resources. Educational theory and practice in the United States will also be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; the relationship between school and society. A 10 hour field experience is required. 3 hrs.

EDUC 524 Diagnosis & Correction of Reading Difficulties
Diagnosis and Correction of Reading Difficulties: Teaches students how to identify, interpret, and prescribe strategies to meet the needs of those experiencing difficulty in reading. Formal and informal diagnostic measures are studied. A school experience of working with students who have reading difficulties is required. A 10 hour field experience is required. Prerequisite: EDUC 401. 3 hrs.

EDUC 525 Diversity in Schools
Diversity in Schools: In this course we will investigate both the similarities and differences within the folliwng areas: culture, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This will be accomplished though self-exploration and various activities. These topics will be discussed in terms fo our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. 3 hrs.

EDUC 527 Teaching Reading & Other Language Arts
Teaching Reading and Other Language Arts: An in-depth study of literacy development focusing on social, cognitive, and linguistic foundations. Critical reading of professional literature to extend knowledge base and assist student in developing a philosophy of reading instruction emphasizing the reading process, the challenges of the diverse classroom, and the integration and interrelationship of all the language arts. Demonstration of various instructional approaches and strategies to promote a print-rich environment and to teach children to effectively use syntactic, semantic, grapho-phonic, and pragmatic cueing systems and comprehension of story. Competency in planning learning experiences that incorporate the communication processes in all curricular areas. Common Core State Standards will be used as basis for K-6 lesson development. A 10 hour field experience is required. 3 hrs.

EDUC 533 Science Methods in Elementary Educaton
Science Methods in Elementary Education : This course examines basic methodologies for teaching in the elementary school and applies these to the subject areas of science. Topics include the use of inquiry in lesson planning and delivery, integration of subject matter with real world topics, cooperative learning, assessment techniques, problem solving, the use of technology and curriculum integration. NC Essential Standards for Science will be used throughout this course. A 10 hour field experience is required. 3 hrs.

EDUC 540 Social Studies Methods & Materials in Elementary Schools
Social Studies Methods and Materials in Elementary Schools: Studies across the curriculum. Reflective writing, valuing a multicultural environment, National standards and Common Core State Standards will guide student learning. Cooperative learning, group process, and inquiry models will be used in planning lessons. Multi-faceted assessment techniques will be practiced. 3 hrs.

EDUC 548 Content and Vocabulary Development in Elementary Education
Content and Vocabulary Development in Elementary Education: The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies, including spelling instruction that relies on an understanding of English orthography and ways children develop as spellers. Analyzes the role of spelling in literacy development and identifies the characteristics of how children read, write and spell in the stages of literacy development. Should be taken the term prior to student teaching. A 10 hour field experience is required. 3 hrs.

EDUC 551 Teacher as Researcher
Teacher as Researcher: This course describes the nature and purposes of collaborative action research and how the action research process is used to improve the quality of classroom instruction and school climate. Students will formulate a research question, review related literature, and plan and carry out their own research in school settings. The learning product of this course will be a paper or project to be presented at the Action Research Symposium. Co-requisite: EDUC 552. 2 hrs.

EDUC 552 Seminar and Reflective Practice
Seminar and Reflective Practice: Students will use case studies, research and reflective writing to expand and modify the three components: instructional practice, unique learner needs, and classroom climate of their Performance Based Licensure portfolio. Students will serve as mentors for preservice teachers and lead seminar discussions. Co-requisite: EDUC551. 1 hr.

EDUC 601 Educational Research & Evaluation
Educational Research and Evaluation: Students will investigate: empirical, logical and conceptual research problems; methods and procedures of qualitative and quantitative research; interpret research; write reviews of related literature; nad participate in library research. Students will also critically analyze research designs, explore and assess various research methods, acquire a conceptual knowledge of statistical procedures and interpret results of research findings. 3 hrs.

EDUC 608 Diversity in Schools
Diversity in Schools: Investigates similarities and differences within cultures, races, gender, ethnicity, socio economic status, religion and exceptionality in schools. Provides students with broad base knowledge and skills to increase effectiveness in meeting the needs of diverse learners. 3 hrs.

EDUC 610 Building Community
Building Community: It has become increasingly important for school executives to build strong community relationships. From family partnership programs, to business outreach and partnership s as well as civic organizations, this course will examine multiple models for building strong shared relationships between schools and all stakeholders, including district and state board personnel. This course is related to Question number 2 in indentifying the targets that will help schools move toward where they want to be in the future. 3 hrs.

EDUC 612 Leading Diversity
Leading Diversity: This course explores issues, problems, and opportunities related to education in a diverse, democratic, pluralistic society and promotes the value of diverse learning communities. This course investigates similarities within

cultures, races, gender, ethnicity, socio-economic status, religion and exceptionality in schools. 3 hrs.

EDUC 615 Word Study
Word Study: Examines spelling instruction that relies on an understanding of English orthography and how children develop as spellers. Analyzes the role of spelling in literacy development; identifies the characteristics of how children read, write and spell in the stages of literacy development. 3 hrs.

EDUC 630 Foundations of Reading
Foundations of Reading: Provides an overview of the reading process, including reading readiness, comprehension, word recognition, diagnosis, methods of instruction and related language acquisition processes. 3 hrs.

EDUC 631 Supervision to Improve Instruction
Supervision To Improve Instruction: In this course, interns will explore the challenges of supervision. Rather than the traditional approaches of the past, interns will investigate the paradigm shift toward coaching teachers with an emphasis on professional growth. Such topics as shared leadership, collegiality, and effective teaching strategies to improve instruction will be discussed. 3 hrs.

EDUC 640 The Teaching of Writing
The Teaching of Writing: Provides theories, research and critical issues related to students' writing development and effective writing instruction. Students will implement the writing process across the curriculum. Prerequisites: EDUC 601, 630. 3 hrs.

EDUC 642 Leading in a Global Society
Leading in a Global Society: Leaders do not adapt to change; they drive change. School executives globally appear to be at the heart of change. This course will not only provide a firm understanding as to the history of the principalship in a strong background in leadership theory and research applications, but will also address the school executive's role as a visionary and a curriculum leader. The challenge of implementing change and developing systemic leadership along with the day-to-day management of schools and current trends in the profession will be discussed. 3 hrs.

EDUC 646 Professional Learning Communities
Professional Learning Communities: This course will lead interns to explore what is necessary to lead schools through the process of moving from a traditional school culture to professional learning communities. As interns develop an Action Plan for continuous school improvement, they will understand the importance of allocating resources to better support learning and designing a system that emphasizes student-centered learning. 3 hrs.

EDUC 650 Assessment, Diagnosis & Instruction to Remediate Reading Difficulties
Assessment, Diagnosis, and Instruction to Remediate Reading Difficulties: Examines causes of reading disabilities, diagnostic instruments, standards and informal assessment procedures, report writing, and materials and methods of instruction of an atypical reader. Works with individual students or small groups identifying problem readers. Co requisite-EDUC 660 Practicum in Grading Diagnosis. 3 hrs.

EDUC 652 Leading in Human Resources & Finance
Leading in Human Resources and Finance: This course will address the practices and skills that help the school executive to understand personnel functions with a focus on recruitment, development and retention of school personnel coupled with the financial skills needed to lead a fiscally sound school. Interns will look at the development of outside resources so necessary in today's schools. 3 hrs.

EDUC 660 Practicum in Reading Diagnosis
Practicum in Reading Diagnosis: A comprehensive practicum that involves the supervised assessment of the reading and language arts abilities of children and adolescents. In a supervised clinical experience, students develop, administer, interpret, and score formal and informal tests, write case reports, and analyze reading and language arts problems. 6 hrs.

EDUC 667 Education Law and Ethics
Education Law and Ethics: This course will focus on both the ethical and legal dimensions of leadership. Interns will examine legal cases and ethical dilemmas and explore such topics as due process, search and seizure, staff evaluation, and church/state conflicts which will give them the knowledge necessary to understand and prevent legal problems. The course also reviews legal and/or ethical issues related to equal opportunity, bilingual education, sexual discrimination and harassment and the education of exceptional children. This course will be important to on-going continuous school improvement, which is the framework for the MEL program, and the implementation of an Action Plan to improve student achievement. 3 hrs.

EDUC 670 Current Issues & Practices in Literacy
Current Issues and Practices in Literacy: Theories, research and instructional methods associated with reading and the language arts; questions of effectiveness related to instructional approaches and materials. 3 hrs.

EDUC 671 Curriculum Development and Implementation
Curriculum Development and Implementation: This course focuses on the role of effective leadership in the process of curriculum development and implementation in schools. While topics will include the theoretical foundations, models for curriculum development, and curricular processes, interns will focus on their roles as change agents in the process. Interns will be looking at their own schools to determine where they want their schools to be through the lens of school mission, purpose, vision, and student expectations. 3 hrs.

EDUC 676 Improving Instruction Using Data
Improving Instruction Using Data: This course will prepare interns to understand and use sound procedures for gathering and synthesizing data to make instructional decisions and assist teachers to use a variety of assessments to improve student achievement. Interns will use achievement data to identify gaps and cause analysis. This study will find answers to real questions about real schools and be part of a plan to implement school change in the schools where the interns will be leading. 3 hrs.

EDUC 680 Action Research
Action Research: Examines the nature and purpose of collaborative action research and how the action research process is used to strengthen literacy and improve school climate. Students will formulate a research question, plan and carry out their own research in school settings. The learning product of this course is a paper or project to be presented at the Action Research Symposium. 3 hrs.

EDUC 690 Seminar in Collaborative Leadership and Development
Seminar in Collaborative Leadership and Professional Development: Seminar focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders including: mentoring, staff-development, school-wide literacy program development and assessment, supporting the action research of teachers, and developing partnerships with parents and community volunteers. 3 hrs.

EDUC 696 School Executive Internship II
School Executive Internship II: Interns will continue the tasks outlined in EDUC 695 with a minimum of 100 clock hours documented in an Internship Log and a reflective paper. Candidates will complete the capstone Project and present their

findings to the school staff as part of the requirements for completing the graduate program. A letter of verification from the school principal or mentor will be required. 3 hrs.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

GRADUATE COURSES

EMBA 610 The Big Picture
The Big Picture: Semester one provides a framework for understanding the discipline of management as an integrated whole. The concepts and analytical tools of management are introduced and put to use in the context of developing a "big picture" understanding of management. Participants will begin their leadership development activities including an intensive self-assessment and work with a personal management coach. By the end of the semester, each participant will have a developed a holistic appreciation of basic analytical concepts and will have begun to use some new ideas and approaches to management in their workplace. Specific topics covered in the first semester include business strategy, relevant cost, financial accounting, tradeoff analysis, marketing management, organizational behavior, history of capitalism, microeconomics, decision structures, probability assessment, and business ethics. *Pass/Fail.* 12 hrs.

EMBA 620 Anatomy of the Enterprise
Anatomy of the Enterprise: During the second semester, participants develop a deeper understanding of the ways organizational activities are structured and the internal and external driving forces behind decisions and direction. Classroom work in this semester further develops the use of analytical concepts and highlights the integrated nature of organizations by examining the interrelated flows of resources, information, products, and people. This term develops a deeper understanding of organizational structure and operation and further investigates the integrated nature of the organization by examining the interrelated flows of funds, materials and products. Coursework during the second term includes cost accounting, working capital management, forecasting models, materials management, capacity planning, market environments, technology management, human resource management, macroeconomics, and managing risk. *Pass/Fail.* 12 hrs.

EMBA 630 Control & Development
Control and Development: The third semester continues examination of the enterprise with emphasis on the competitive and regulatory environments. Work in this term further develops the theme of interrelated business functionalities and objectives. Understanding the organization in the external environment and management's role in rationalizing, controlling and developing the processes and activities of the firm stretches the participant's ability to think and reason in strategic terms. The detailed examination of the enterprise during the third semester expands understanding of integrated business functions and begins to focus on the external environment. The concepts of rationalizing, controlling and developing the organization's activity begin to develop the strategic relationship of the enterprise to its environment. Classroom activity during the third semester will include management accounting, capital budgeting, investments, operating strategies, marketing strategy, international economics, development of competitive strategies, communication, and the legal environment of business. *Pass/Fail.* 12 hrs.

EMBA 640 Managing Strategically
Managing Strategically: Semester four extends the concept of controlling and directing the enterprise. Relationships between the organization's internal environment and the highly competitive and rapidly changing external environment are emphasized. The semester's coursework includes budgeting, controlling, capital structure, financial strategy, competitive decision-making, negotiation, corporate communication, and the international environment. The business leader's role as an organizational prime mover is examined and experienced through a team-based entrepreneurial project which requires presentation of a thoroughly developed business plan to a panel of successful entrepreneurs. *Pass/Fail.* 12 hrs.

EMBA 671 International Experience
International Experience: This is an interactive educational experience which includes a hands-on exploration of the economic, business and cultural environment of specific areas of the world. There are required pre-trip and post-trip sessions. The focus of the trip is selected and announced several months prior. *Pass/Fail.* 3 hrs.

EMBA 672 Consulting Project
Consulting Project: This is a team-consulting project conducted under the guidance of a faculty member on some specific strategic issues for the benefit of a nonprofit organization. *Pass/Fail.* 3 hrs.

ENGLISH

ENG 101 Rhetoric and Composition
Rhetoric and Composition: This course develops the students' writing skills and introduces research techniques. Emphasis is on the creation and revision of a variety of writing projects. 4 hrs.

ENGL 110 Composition I
Composition I: Development of the student's writing skills and introduction to research techniques. Emphasis is on the creation and revision of a variety of writing projects. Prerequisite for all other courses in the department in both the day and evening. 3 hrs.

ENGL 120 Composition II
Composition II: Further development of the student's writing and research skills with focus on critical thinking and argumentation. Prerequisite for all other courses in the department in both the day and evening. 3 hrs.

ENGL 205 Introduction to Literary Studies
Introduction to Literary Studies: Introduction to the field of English studies, including critical theory, genres, research techniques, and advanced writing skills. Required of all students who plan to major in English Literature or Writing. The course should be taken before or immediately after the declaration of the English major. This course fulfills the University writing-intensive requirement. Prerequisite: English 120 (or the equivalent) or permission of the department. 3 hrs.

ENGL 206 Introduction to Creative Writing
Introduction to Creative Writing: Study of principles and forms of creative writing. The course will include special attention to observation and reflection, form and meaning, modern usage and effective expression. 3 hrs.

ENGL 209 Professional Writing for the Liberal Arts
Professional Writing for the Liberal Arts: In a 2009 survey of over 300 companies and organizations, 89% of respondents emphasized effective written and oral communication as the most important skill that college graduates should have. This introductory course takes you out of the realm of writing academic papers for your professors to the workplace to focus on writing documents for decision-making professionals. In the last few decades, the skill of writing has crossed both academic disciplines and the borders of countries. You'll learn pertinent skills that professional writers use daily: how to conduct in-depth research, how to tune your style to a particular audience, and how to write clearly and persuasively. You'll write everything from a press release to a proposal, including blog posts, case studies, and white papers, with a focus on actionable results that will sort through options for decision-makers in organizations and present them with clear and logically argued recommendations. As with many advanced writing classes, you'll be an integral part of a workshop. You'll

critique each other's work, in speech and on the page. Finally, you'll investigate the new and evolving role of the professional writer. 3 hrs.

ENGL 210 British Literature to 1660
British Literature to 1660: Historical survey and critical exploration of the major periods, genres and attitudes of English literature from the Anglo-Saxon period and the Middle Ages through the Renaissance. The works of Chaucer, Shakespeare and Milton are highlighted. Primarily for sophomores, 210 need not be taken before 220, but both should be taken early in the major as foundations for later courses. Prerequisite for all other British Literature courses. 3 hrs.

ENGL 220 British Literature 1660 to Present
British Literature 1660 to Present: Historical survey of the major movements and periods of English literature from the Restoration and Neo-classicism through 19th-century Romanticism and Realism to the Modern period. ENGL 210 and 220 should be taken early in the major as foundations for later courses. This course, along with ENGL 210, serves as the prerequisite for all other courses in British Literature. 3 hrs.

ENGL 230 American Literature 1620-1865
American Literature 1620-1865: Historical survey of the major movements and writers in American literature from the colonial period to the mid-19th century. This course, along with English 240, serves as the prerequisite for all other courses in American literature. 3 hrs.

ENGL 240 American Literature 1865-Present
American Literature 1865-Present: Historical survey of the major movements and writers in American literature from the era of realism at the end of the 19th century to the present. This course, along with English 230, serves as the prerequisite for all other courses in American Literature. 3 hrs.

ENGL 300 World Literature
World Literature: Study of world literature from the ancient period to the modern. Emphasis on authors, genres, periods or themes may vary. Prerequisite: ENGL 205 or permission of the department. 3 hrs.

ENGL 303 World Drama: Ancient Greece to Renaissance
World Drama: Ancient Greece to Renaissance: Survey of dramatic literature from ancient Greece to the Renaissance, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the periods. Students may elect this course as DRAM 303. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. 3 hrs.

ENGL 304 World Drama: Renaissance to Modern
World Drama: Renaissance to Modern: Survey of dramatic literature from the Renaissance to the modern era, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. Students may elect this course as DRAM 304. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. 3 hrs.

ENGL 307 Writing of Creative Nonfiction
Writing of Creative Nonfiction: An intensive study of the writing of creative nonfiction, focusing on advanced techniques of exposition, descriptive detail, and narrative voice. All instruction and discussion is revision-based. Prerequisite: ENGL 206. 3 hrs.

ENGL 308 Writing of Poetry
Writing of Poetry: An intensive study of the writing of poetry, focusing on a command of image, figurative language, lineation, form, and other aspects of craft and prosody. Instruction and discussion are revision based. Special attention will be given to scholarly criticism of contemporary poetry.Prerequisite: ENGL 206. 3 hrs.

ENGL 309 Chaucer & Medieval Literature
Chaucer and Medieval Literature: Readings in medieval English literature with emphasis on Chaucer's Canterbury Tales. Prerequisite: ENGL 210 or permission of the instructor. 3 hrs.

ENGL 310 Writing of Fiction
Writing of Fiction: An intensive study of the writing of short fiction, focusing on a command of point of view, plot and the use of selective detail to evoke both character and setting. Students will be expected to write approximately 30 pages of completed work, with extensive revisions over the course of the semester. Prerequisite: ENGL 206. 3 hrs.

ENGL 311 Seminar in Creative Writing
Seminar in Creative Writing: A close examination of issues of craft and genre in creative writing, in which students will study contemporary and canonical works to better understand their formal and technical elements. Topics for the seminar will vary from year and may focus intensively on a single genre or cross genres. Students may repeat ENGL 311 once in order to study different topics. Prerequisite: ENGL 206. 3 hrs.

ENGL 313 Shakespeare
Shakespeare: Representative comedies, histories, tragedies and romances with emphasis on Shakespeare's development as a dramatic artist. Prerequisite: ENGL 210 or permission of the department. 3 hrs.

ENGL 318 The 17th Century
The Seventeenth Century: Study of poetry, drama and prose with emphasis on Jonson, Donne, the Metaphysicals, and Milton. Prerequisite: ENGL 210 or permission of the department. 3 hrs.

ENGL 319 Literary Publishing/Editng: Signet
Literary Publishing & Editing: Signet: This course combines the study of contemporary literary publishing and the practical skills of magazine production in literary creative arts. Students will analyze the literary magazine using as their texts noteworthy print and digital journals. Students will also produce Signet, Queens' literary magazine, and be exposed to all levels of the editorial process, with special attention given to soliciting and reviewing submissions of poetry, fiction, creative essays, and art; fundamentals of style; copy editing; proofreading; and the principles and practices of design. All potential Signet editors must first take ENGL 315; English majors are strongly encouraged to take this course. This course includes a publishing lab that may be taken independently for 1 Hr credit. Prerequisite: Second semester sophomore status or permission of the department. 3 hrs.

ENGL 319L Literary Publishng Lab: Signet
Literary Publishing Lab: Signet: This publishing laboratory gives practical experience in the editorial process with special attention given to soliciting and reviewing submissions of poetry, fiction, creative essay, and art; fundamentals of style; copy editing; proofreading; and the principles and practices of design. This course may be taken more than once for credit up to a maximum of 3 credit hours. 1 hr.

ENGL 320 Linguistics
Linguistics: Historical survey of the English language with emphasis on etymology, modern grammar and contemporary usage (both written and spoken). 3 hrs.

ENGL 322 19th Century British Literature
Nineteenth Century British Literature: Critical study of the development of Romanticism and its influence throughout the Victorian period. Readings include poetry, nonfiction prose and the novel. Emphasis on authors, genres or themes may change. Prerequisite: ENGL 220 or permission of the department. 3 hrs.

ENGL 324 19th Century American Literature
Nineteenth Century American Literature: Critical examination of major works and literary movements in nineteenth century American literature, including the American Romantics, the poetry of Emily Dickinson and Walt Whitman, the development of the American novel, the development of slave narratives and protest literature, the rise of Realism and the development of an American literary identity. Prerequisite: ENGL 230 or permission of the department. 3 hrs.

ENGL 325 The Novel
The Novel: Development of the novel as a literary form using selected works of fiction from the 18th century to the present. Prerequisite: ENGL 205 or permission of the department. 3 hrs.

ENGL 329 Literature of Modernism
Literature of Modernism: Intensive study of the technical innovations and themes of modernism in European and American Literature in the first half of the 20th century. Prerequisite: ENGL 205 or permission of the department. 3 hrs.

ENGL 332 African American Literature
African American Literature: Critical examination of work by African American authors and of movements within the African American literary tradition, which has developed both within and outside of dominant American culture. Topics may include the slave-narrative tradition, the Harlem Renaissance, Black protest novels, literary explorations of the African Diaspora, African American literary theory and the development of an African American literary identity. 3 hrs.

ENGL 333 Southern Literature
Southern Literature: Study of growth and development of the literature of the American South. with emphasis on unique regional qualities of subject, theme and style. Prerequisite: ENGL 230 or ENGL 240 or permission of the department. 3 hrs.

ENGL 335 Women Writers
Women Writers: Study of the works of a wide range of women writers all over the world, ranging from the Greco-Roman to the Contemporary. Prerequisite: ENGL 205 or permission of the department. 3 hrs.

ENGL 336 Tragedy
Tragedy: An examination of the nature of tragedy with attention to plot, protagonist, philosophic content and effect upon audience. Students may elect this course as DRAM 336. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. 3 hrs.

ENGL 337 Comedy
Comedy: An examination of the nature of comedy with attention to plot, character and the manipulation of language and traditional "lazzi." Students may elect this course as DRAM 337. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. 3 hrs.

ENGL 344 Advanced Workshop in Poetry
Advanced Workshop in Poetry: This course allows students the opportunity to strengthen their skills in the writing of poetry. Prerequisite: ENGL 308. 3 hrs.

ENGL 347 Advanced Workshop in Prose
Advanced Workshop in Prose: This course allows students the opportunity to strengthen their skills in the writing of fiction and creative nonfiction. Prerequisite: ENGL 307 or 310. 3 hrs.

ENGL 350 Contemporary Literature
Contemporary Literature: An examination of authors, genres and movements prominent on the literary scene since 1950. Topics will vary. May be repeated once with a different topic. Prerequisite: ENGL 205 or permission of the department. *Repeatable for a total of 6 hrs.* 3 hrs.

ENGL 351 Literature and Film
Literature and Film: Study of the relationship between the narrative and dramatic arts and their counterparts in film. Focus on works of prose and/or drama and their film adaptations to explore the story-telling techniques unique to each medium. Themes to be studied will vary, but may include, for example, the adaptations of selected novels and plays into film; the cinematic qualities of avant garde novels and plays; and the literary qualities of selected films. Prerequisite: ENGL 205 or permission of the department. 3 hrs.

ENGL 355 Special Studies in Literature
Special Studies in Literature: Intensive consideration of a single topic in drama, fiction or poetry. The topic for the course will vary from term to term and may range from a consideration of the work of a major writer to a study of a single genre or intellectual movement. May be taken twice with different subtitles. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. *Repeatable for a total of 6 hrs.* 3 hrs.

ENGL 420 Creative Writing Capstone
Creative Writing Capstone: A formal examination of the connections between the study of literature and a student's own creative writing. Through readings of literature and of scholarly essays, students will develop as writer-scholars and will articulate matters of aesthetics and craft, both in regards to their own work and that of published authors. This course culminates in the preparation of a portfolio, consisting of an academic essay and of a collection of original creative work gathered and polished from previous semesters of workshops. Prerequisites: Senior standing, at least one Form & Theory course (ENGL 314, 315 or 316), at least one Advanced Workshop (ENGL 344, 345, 346), and permission of the department. 3 hrs.

ENGL 455 Independent Study in Literature
Independent Study in Literature: Independent study of a topic in drama, fiction, or poetry resulting in a research paper. Open to junior and senior majors with a minimum 3.000 grade point average in English. Student must have taken at least six hours of upper-level English or Drama courses and have permission of the department. 1-3 hrs.

ENGL 460 Studies in Literature & Criticism
Studies in Literature and Criticism: Examination and interpretation of literary works in light of modern critical theories. Readings include critical essays and selected works by major authors. Seminar for seniors only. 3 hrs.

GRADUATE COURSES

ENGL 501 Fiction Workshop I
Fiction Workshop I: An intensive study of the writing of fiction, focusing on advanced techniques of prosody, narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is revision-based. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail.* 3 hrs.

ENGL 502 Fiction Workshop II
Fiction Workshop II: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* 3 hrs.

ENGL 511 Poetry Workshop I
Poetry Workshop I: An intensive study of the writing of poetry, focusing on advanced techniques of imagery, rhythm, and poetic structure. All instruction and discussion is revision-based. Students must submit at least 5 to 10 pages of work during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail.* 3 hrs.

ENGL 512 Poetry Workshop II
Poetry Workshop II: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* 3 hrs.

ENGL 521 Creative Nonfiction Workshop I
Creative Nonfiction Workshop I: An intensive study of the writing of creative nonfiction, focusing on advanced techniques of prosody, exposition, descriptive detail, and narrative voice. All instruction and discussion is revision-based. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail.* 3 hrs.

ENGL 522 Creative Nonfiction Workshop II
Creative Nonfiction Workshop II: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* 3 hrs.

ENGL 531 Dramatic Writing Workshop I
Dramatic Writing Workshop I: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is revision-based. Students must make two submissions of 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail.* 3 hrs.

ENGL 532 Dramatic Writing Workshop II
Dramatic Writing Workshop II: A continuation of the intensive study of the writing of stage plays and screenplays. *Pass/Fail.* 3 hrs.

ENGL 541 Fiction Tutorial I
Fiction Tutorial I: An intensive study of the writing of fiction, focusing on advanced techniques of prosody, narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is revision-based, in workshops during the residency and in individual tutorials during the distance learning component of the semester. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in distance learning. *Pass/Fail.* 3 hrs.

ENGL 542 Fiction Tutorial II
Fiction Tutorial II: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* 3 hrs.

ENGL 561 Poetry Tutorial I
Poetry Tutorial I: An intensive study of the writing of poetry, focusing on advanced techniques of imagery, rhythm, and poetic structure. All instruction and discussion is revision-based, in workshops during the residency and in individual tutorials during the distance learning component of the semester. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in distance learning. *Pass/Fail.* 3 hrs.

ENGL 562 Poetry Tutorial II
Poetry Tutorial II: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* 3 hrs.

ENGL 581 Creative Nonfiction Tutorial I
Creative Nonfiction Tutorial I: An intensive study of the writing of creative nonfiction, focusing on advanced techniques of prosody, exposition, descriptive detail, and narrative voice. All instruction and discussion is revision-based, in workshops during the residency and in individual tutorials during the distance learning component of the semester. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in distance learning. 3 credit hours. *Pass/Fail.* 3 hrs.

ENGL 582 Creative Nonfiction Tutorial II
Creative Nonfiction Tutorial II: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* 3 hrs.

ENGL 601 Fiction Workshop III
Fiction Workshop III: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* 3 hrs.

ENGL 602 Fiction Workshop IV
Fiction Workshop IV: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* 3 hrs.

ENGL 611 Poetry Workshop III
Poetry Workshop III: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* 3 hrs.

ENGL 612 Poetry Workshop IV
Poetry Workshop IV: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* 3 hrs.

ENGL 621 Creative Nonfiction Workshop III
Creative Nonfiction Workshop III: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* 3 hrs.

ENGL 622 Creative Nonfiction Workshop IV
Creative Nonfiction Workshop IV: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* 3 hrs.

ENGL 631 Dramatic Writing Workshop III
Dramatic Writing Workshop III: A continuation of the intensive study of the writing of stage plays and screenplays. *Pass/Fail.* 3 hrs.

ENGL 632 Dramatic Writing Workshop IV
Dramatic Writing Workshop IV: A continuation of the intensive study of the writing of stage plays and screenplays. *Pass/Fail.* 3 hrs.

ENGL 641 Fiction Tutorial III
Fiction Tutorial III: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* 3 hrs.

ENGL 642 Fiction Tutorial IV
Fiction Tutorial IV: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* 3 hrs.

ENGL 650 Gateway Seminar: Creative Writing
Gateway Seminar: Creative Writing: A series of three-day seminars uniquely focused on the professional development of creative writers, focusing on different topics during each of the four required residencies. Students are required to take four Gateway Seminars for completion of the degree. All students must read required texts in advance of the seminars. *Pass/Fail. Repeatable for a total of 12 hrs.* 3 hrs.

ENGL 651 Craft Seminars on Topics in Creative Writing
Craft Seminars on Topics in Creative Writing: A series of individual seminars focused on issues of theory and practice in creative writing, both within and across genres. Students must take 5 Craft Seminars during each of the two required residencies, with a total of 10 Craft Seminars required for completion of the degree. All students must read required texts in advance of the seminars and file a two-page response paper on two of the seminars prior to the residency. *Pass/Fail. Repeatable for a total of 12 hrs.* 1 hr.

ENGL 661 Poetry Tutorial III
Poetry Tutorial III: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* 3 hrs.

ENGL 662 Poetry Tutorial IV
Poetry Tutorial IV: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* 3 hrs.

ENGL 671 Thesis Hours
Thesis Hours: Independent study with a faculty member chosen as the thesis advisor, working toward completion of the required Master's thesis. Students will register for thesis hours during the third and fourth semesters. *Pass/Fail. Repeatable for a total of 6 hrs.* 3 hrs.

ENGL 672 Craft Seminar Preparation
Craft Seminar Preparation: Independent study with a faculty member chosen as an advisor to help the student formulate his or her presentation of a Craft Seminar in the graduating residency, as required for the completion of the degree. Students will register for craft seminar during the third and fourth semesters. 3 credit hours. *Pass/Fail. Repeatable for a total of 6 hrs.* 3 hrs.

ENGL 681 Creative Nonfiction Tutorial III
Creative Nonfiction Tutorial III: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* 3 hrs.

ENGL 682 Creative Nonfiction Tutorial IV
Creative Nonifction Tutorial IV: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* 3 hrs.

ENGL 690 Culture Seminar
Culture Seminar: Study of the history, culture, and literary traditions of a residency locale, conducted during a two-week residency period. Students will complete a series of readings prior to the residency in order to participate in seminar discussions. Study of the history, culture, and literary traditions of a residency locale, conducted during a two-week residency period. Students must take 5 Culture Seminars during each of the two required residencies, with a total of 10 Culture Seminars required for completion of the degree. *Pass/Fail. Repeatable for a total of 10 hrs.* 1 hr.

ENGL 701 One Book Semester
One Book Semester: This course provides an intensive tutorial in which each student works individually with a faculty member recruited from the world of publishing on a single manuscript of prose or poetry. The course begins with a brief on-campus residency and continues with distance learning submissions of parts of a book-length manuscript at 6-week intervals over the length of the semester. It is offered under the auspices of the Queens MFA Program in Creative Writing. For non-degree seeking students only. *Pass/Fail.* 3 hrs.

ENVIRONMENTAL STUDIES

ENST 220 Data Analysis for Natural Sciences
Data Analysis for Natural Sciences: An introduction to the statistical concepts necessary for analyzing data generated through research in the natural sciences. This course will introduce the student to data description, the basics of probability, and hypothesis tests using examples from environmental science, biology, biochemistry, medicine. Access to Microsoft Excel is required. Students may elect to take this course as ENVR 220. 4 hrs.

ENST 300 Research Methods
Research Methods: This course is designed to prepare students to conduct independent research projects in their senior year. The course will be organized around a group research project. The course will develop skills in research planning; experimental design; use of field, laboratory, and computer techniques; statistical analysis; preparation, criticism, and oral presentation of study plans; communication of research findings. Students may elect to take this course as CHEM 300 or ENVR 300. Prerequisites: ENVR 101, 102, BIOL 208, CHEM 111, or PHYS 101. 3 hrs.

ENST 301 Geographic Information Systems
Geographic Information Systems: Geographic Information Systems (GIS) is a powerful computer tool used not only for making maps, but also for managing and analyzing information shown on the map. Understanding the location and the status of any landscape feature (and how that status might have changed over time) greatly improves our knowledge of how the landscape works. This course aims to provide students a combination of mapping theory and practical knowledge of ArcGIS software. Students may elect to take this course as ENVR 301. 3 hrs.

ENST 320 Environmental Economics
Environmental Economics: Economics depend upon the environment as a source of inputs such as minerals, metals, fossil fuels, and living organisms and as a location for the disposal and dissipation of wastes. This course will examine the intimate intertwining of economic and environmental issues. Topics covered will include introductory economic theory, resource use, externalities, the tragedy of the commons, pollution, cost-benefit analysis, and economic solutions to environmental problems. Some topics will be investigated through case studies of problems and policies in the United States and abroad. Students may elect to take this course as ENVR 320. 3 hrs.

ENST 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environmental justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. Students may elect to take this course as ENVR 325. 3 hrs.

ENST 460 Environmental Science Seminar
Environmental Science Seminar: Invited guests, faculty and students present oral reports on topics of their specific interest and experience in environmental science and related fields. One hour per week lecture or discussion. May be repeated for credit. Students may elect to take this course as ENVR 460. Prerequisite: BIOL 208, CHEM 101, ENVR 101 or permission of instructor. 4 hrs.

ENST 490 Senior Project
Senior Project: This course consists of an independent research project. The topic and its scope are determined by the student in consultation with a faculty member. Careful research technique, critical evaluation of data, depth of specialized knowledge, independence and originality are cultivated as the project develops. An oral defense before Division of Science and Mathematics faculty and written thesis are required. Senior Project may be taken twice for projects that span two semesters. Prerequisite: ENVR 101 and ENVR 300. *Repeatable for a total of 4 hrs.* 2 hrs.

ENVIRONMENTAL SCIENCE

ENVR 101 Environmental Science
Environmental Science: A study of some of the environmental issues confronting our modern society. Selected scientific principles are considered for a basic understanding of environmental problems, and some attention is given to the role of science and technology in the development and possible solutions of the problems. Specific topics include natural ecosystems, human population, food production, energy, transportation, water pollution and air pollution. Lab fee applies. 4 hrs.

ENVR 102 Introduction to Geology
Introduction to Geology: This course covers Earth properties and the dynamics of geologic systems to provide a basic understanding of the resources, environments, and evolution of our planet. The course considers Earth materials, interior structure of the planet, Earth surface processes, landform development, environmental geology, and physical evolution of the Earth. Specific topics include minerals and rocks, plate tectonics, ocean basins, continents, river and groundwater

systems, glaciers, volcanism and earthquakes. Laboratory or Field work. This course requires two weekend field trips. Lab fee applies. 4 hrs.

ENVR 201 Physical Geography
Physical Geography: The simple ingredients of water, soil, rocks, and gravity combine to produce wonderfully complex landscapes on earth. In order to learn how the earth works, this course examines how earth's physical processes (e.g., hydrology, geology, geomorphology, climatology) create and modify those landscapes. The design and execution of field research techniques in physical geography (field notes, sketching, soil and water sampling, and mapping) will be emphasized through team and individual research projects. Briefly considered is how landscapes affect other natural phenomena such as vegetation and wildlife. Prerequisite: ENVR 101 or BIOL 100 or BIOL 208 or CHEM 111 or permission of instructor. Lab fee applies. 4 hrs.

ENVR 202 Conservation Biology
Conservation Biology: This course focuses on the protection and management of biodiversity. Topics include species conservation, causes and consequences of declines in global biodiversity, habitat fragmentation, management approaches, biological reserve design, restoration of ecosystems, sustainable use of biological resources, and the role of conservation biologists in policy making. Prerequisites: ENVR 101 and BIOL 208, or permission of instructor. 3 hrs.

ENVR 204 Tropical Island Systems
Tropical Island Systems: Tropical islands, often surrounded by thousands of square miles of ocean, have developed from a careful balance of geologic, climatic, and biologic processes. Human activities, too, have evolved as a part of these tightly connected ecological systems. However, isolation leaves these systems and the people that depend on them vulnerable. This course is intended to provide an overview of the social and ecological processes operating on tropical islands. Specifically, we will examine how islands are formed, how mangrove forest and coral reef ecosystems function, how sustainable devlopment of islands might work, and how island cultural norms affect natural resource management. Special consideration will be given to the islands of Micronesia. No prerequisite. 3 hrs.

ENVR 220 Data Analysis for Natural Sciences
Data Analysis for Natural Sciences: An introduction to the statistical concepts necessary for analyzing data generated through research in the natural sciences. This course will introduce the student to data description, the basics of probability, and hypothesis tests using examples from environmental science, biology, biochemistry, medicine. Access to Microsoft Excel is required. Prerequisites: ENVR 101 or BIOL 208 or CHEM 111 or permission of the instructor. Students may elect to take this course as ENST 220. 4 hrs.

ENVR 250 Topics in Environmental Science
Topics in Environmental Science: This course provides an opportunity for students and faculty to pursue a subject that is not offered on a regular basis in the curriculum. May be repeated for credit under different subtitles. Lecture and laboratory hours may vary. *Repeatable for a total of 6 hrs.* 3 hrs.

ENVR 300 Research Methods
Research Methods: This course is designed to prepare students to conduct independent research projects in their senior year. The course will be organized around a group research project. The course will develop skills in research planning; experimental design; use of field, laboratory, and computer techniques; statistical analysis; preparation, criticism, and oral presentation of study plans; communication of research findings. Students may elect to take this course as CHEM 300 or ENST 300. Prerequisites: ENVR 101, ENVR 102, BIOL 208, CHEM 111, or PHYS 101. 3 hrs.

ENVR 301 Geographic Information Systems
Geographic Information Systems: Geographic Information Systems (GIS) is a powerful computer tool used not only for making maps, but also for managing and analyzing information shown on the map. Understanding the location and the status of any landscape feature (and how that status might have changed over time) greatly improves our knowledge of how the landscape works. This course aims to provide students a combination of mapping theory and practical knowledge of ArcGIS software. Students may elect to take this course as ENST 301. 3 hrs.

ENVR 302 Soil and Water Science
Soil and Water Science: This course will examine the components and processes of soil, a dynamic, complex, multi-dimensional environmental system. Soil is a global natural resource vital for water, nutrient, and energy cycling, food production, and environmental conservation. Topics covered will include soil physical, chemical, and biological properties and functions; water, nutrient and energy cycles; plant growth; land use and environmental quality; and impacts on society and culture. This introductory course will instill awareness of soil as a basic natural resource, the use and exploitation of which has considerable influence on human society and life in general. This course requires significant outdoor lab work. Prerequisites: ENVR 101 and CHEM 111 or permission of the instructor 4 hrs.

ENVR 320 Environmental Economics
Environmental Economics: Economics depend upon the environment as a source of inputs such as minerals, metals, fossil fuels, and living organisms and as a location for the disposal and dissipation of wastes. This course will examine the intimate intertwining of economic and environmental issues. Topics covered will include introductory economic theory, resource use, externalities, the tragedy of the commons, pollution, cost-benefit analysis, and economic solutions to environmental problems. Some topics will be investigated through case studies of problems and policies in the United States and abroad. Students may elect to take this course as ENST 320. 3 hrs.

ENVR 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environmental justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. Students may elect to take this course as ENST 325. 3 hrs.

ENVR 450 Independent Study
Independent Study: This course allows students to pursue independent research projects in areas of the student's interest. Written reports and/or oral examinations will be required. This course may be taken more than once for credit, but total credits may not exceed six hours. Prerequisite: Permission from instructor. 1, 2, 3, or 4 Hrs. 4 hrs.

ENVR 460 Environmental Science Seminar
Environmental Science Seminar: Invited guests, faculty and students present oral reports on topics of their specific interest and experience in environmental science and related fields. One hour per week lecture or discussion. May be repeated for credit. Prerequisites: ENVR 101 and junior class standing or permission of the instructor. *Repeatable for a total of 8 hrs.* 1-4 hrs.

ENVR 490 Senior Project
Senior Project: This course consists of an independent research project. The topic and its scope are determined by the student in consultation with a faculty member. Careful research technique, critical evaluation of data, depth of specialized

knowledge, independence and originality are cultivated as the project develops. An oral defense before Division of Science and Mathematics faculty and written thesis are required. Senior Project may be taken twice for projects that span two semesters 2 hrs. Prerequisite: ENVR 101 and ENVR 300. *Repeatable for a total of 4 hrs.* 2 hrs.

FINANCE

FINC 360 Corporate Finance
Corporate Finance: This course introduces the basic concepts, principles and analytical techniques of corporate financial management. Topics include financial statement analysis, time value of money, valuation of stocks and bonds, the relationship between risk and return, cost of capital, capital budgeting, and long-term financing decisions. Emphasis is placed on understanding how financial decisions affect firm value in a risk-return framework. Prerequisites: ACCT 208; ECON 203 and 204; and MATH 106. 3 hrs.

FINC 370 Investment Analysis
Investment Analysis: This course relates the economic and investment environment to security investment decisions. It includes an introduction to the concepts and techniques relevant to the formulation of investment objectives, strategies and policies for individual and institutional investors and an elementary treatment of portfolio theory and the capital asset pricing model. Prerequisite: FINC 360. 3 hrs.

FINC 372 Financial Planning
Financial Planning: This course presents an overview of consumer financial issues including long term and short term credit vehicles, estate planning, tax management, insurance instruments, and bankruptcy. The course focuses on money management for long term wealth accumulation. In addition, the course provides insight into the function of the financial services industry and their role in wealth management. 3 hrs.

FINC 376 Financial Markets & Institutions
Financial Markets and Institutions: This course describes the various financial markets and the financial institutions that serve those markets. The course will focus on the behavior of major financial institutions, including commerical banks, and their role in the intermediation process as suppliers of funds to the money and capital markets. Other topics include primary and secondary financial markets, treasury and agency securities markets, municipal securities markets, financial futures markets, and stock markets in the U.S. and worldwide. Prerequisite: FINC 360. 3 hrs.

FINC 380 Fundamentals of Banking
Fundamentals of Banking: This course provides the foundation for understanding commercial banking in the financial services industry, primarily from a financial and performance perspective. Development of baseline skills in comparative financial analysis will be emphasized. Additional focus areas include: sources of funds, liquidity and investments, credit risk and the overall regulatory environment. Prerequisite: FINC 360. 3 hrs.

FINC 474 Intermediate Corporate Finance
Intermediate Corporate Finance: This course provides an in-depth study of financial theory, analysis and application in selected areas. Topics include advanced valuation techniques, risk and return, cost of capital, capital structure theory and policy, dividend policy, capital budgeting, real options, mergers and acquisitions, and working capital management. Prerequisite: FINC 360. 3 hrs.

FINC 477 Security & Fixed Income Analysis
Securities and Fixed Income Analysis: This course examines the analysis of equity and fixed income securities. Equity security analysis topics include characteristics of equity markets, types of equity securities and their characteristics, fundamental analysis, and valuation of individual equity using dividend discount, free cash flow, and relative valuation techniques. Fixed income securities analysis topics include the types and characteristics of fixed-income securities, fixed income markets, yield spread analysis, analysis of credit risk and interest rate risk, fixed income valuation and return analysis, and valuing bonds with embedded options. Prerequisite: FINC 360. 3 hrs.

FINC 478 International Finance
International Finance: This course introduces students to international financial management issues including exchange rate determination, interest rate parity and purchasing power parity relationships, international Fisher Effect, transaction and operating exposure, hedging and speculation with derivatives, international financial markets, and international cost of capital, capital structure, and capital budgeting techniques. Prerequisite: FINC 360. 3 hrs.

FINC 479 Financial Policy
Financial Policy: This capstone course uses a case approach to problem-solving in areas including corporate financial management, investments, portfolio management, international finance, financial institutions, and ethics. Students will write case reports, make formal presentations of findings and results, and prepare detailed financial analyses using spreadsheets. Students will frequently work together in groups on various projects and case assignments. Prerequisite: FINC 370, 474, 476*, 477*, and 478* (courses marked with asterisk may be taken concurrently). 3 hrs.

FINC 480 Financial Derivatives
Financial Derivatives: This course focuses on options, futures, and other financial derivatives. Topics include the various types of derivative instruments and their characteristics, options markets and option pricing models, forward markets, futures markets, swap markets, and credit derivatives. Emphasis is placed on the use of derivatives for hedging and speculative motives. Prerequisite: FINC 360. 3 hrs.

FINC 481 Portfolio Analysis & Management
Portfolio Anaylsis and Management: This course covers topics related to managing investment portfolios including developing an investment policy statement, modern portfolio management concepts, asset allocation, behavioral finance, active versus passive investment strategies, equity styles, portfolio monitoring and rebalancing, selecting securities for inclusion in investment portfolios, analyzing portfolio performance, and managing individual/family investment portfolios, managing institutional portfolios, and ethical and professional standards. Modifying portfolio risk and return attributes using options and futures will also be explored. Prerequisite: FINC 360 and FINC 480. 3 hrs.

FINC 482 Retail & Commercial Lending
Retail and Commercial Lending: This course provides the foundation for understanding commercial bank lending, starting at the enterprise level in terms of loan quality and managing credit risk. Types of business and consumer loan types and purpose will be covered. Key concepts and tools of financial and credit analysis, statement logic and cash flow cycles and application will be emphasized. Prerequisite: FINC 360. 3 hrs.

FINC 483 Bank Management
Bank Management: This course is designed to provide extended banking coverage, including organizational constructs, risk management tools, acquisitions and mergers. It will serve as the capstone course for the banking curriculum, utilizing a web-based bank simulation to focus on decision-making using available information to achieve management and shareholders' performance objectives. Prerequisite: FINC 380, 482. 3 hrs.

FINC 492 Topics in Finance
Topics in Finance: This course is designed to investigate and evaluate current topics or specialized areas in finance. Course topics area announced the semester preceding the offering.

Prerequisite: To be determined for each specific course offered. 3 hrs.

FINC 495 Independent Study in Finance
Independent Study in Finance: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the undergraduate program chair. Open to senior finance majors with a 3.000 grade point average in the major. 1-3 hrs.

FRENCH

FREN 101 Elementary French I
Elementary French I: Introduction to the French language with emphasis on vocabulary and listening, speaking, reading and writing skills. 3 hrs.

FREN 102 Elementary French II
Elementary French II: Introduction to the French language with emphasis on vocabulary and listening, speaking, reading and writing skills. 3 hrs.

FREN 220 Intermediate French I
Intermediate French Grammar and Composition: Review and more advanced study of the language with emphasis placed on structure and written expression. 3 hrs.

FREN 230 Intermediate French II
Intermediate French Reading and Conversation: Review and more advanced study of the language with emphasis placed on oral use and readings of various texts. 3 hrs.

FREN 305 Interactive Cultural Exploration
Interactive Cultural Exploration: This course is optional for qualified students participating in the language immersion program offered through the Center for International Education. It will be done in conjunction with the course of study set up for those programs and will provide students with an additional 3 credit hours toward completion of the major. This independent study will consist of a series of one-page type-written papers done by the student in the target language. All research, investigation, and interviews needed to complete these papers must be done while the student is in the country where the study program takes place. Prerequisite: FREN 220 and 230, and permission of instructor. 3 hrs.

FREN 310 Advanced Grammar and Translation
Advanced Grammar and Translation: A thorough review and expansion of French grammar with emphasis on translation. This course fulfills the writing-intensive course requirement. 3 hrs.

FREN 320 Advanced Composition
Advanced Composition: Application of the principles of French grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. 3 hrs.

FREN 330 Reading for Comprehension and Vocabulary
Reading for Comprehension and Vocabulary: Development of reading skills through the study of various journalistic, historical and literary texts in order to increase vocabulary and enhance comprehension. 3 hrs.

FREN 340 Advanced Conversation
Advanced Conversation: Advanced oral training through discussions, debates and presentations with emphasis on pronunciation, intonation and correct modes of expression. 3 hrs.

FREN 343 French Literary Classics
French Literary Classics: Consideration of major literary works from various periods of French literature chosen for their values as contribution to world literature. 3 hrs.

FREN 350 French Literature
French Literature: The study of major literary works with the goal of understanding some of the important cultural, socioeconomic and political ideas that have shaped French society. 3 hrs.

FREN 362 Francophone Civilization and Cultures
Francophone Civilization and Cultures: A course will give students a better understanding of the diverse nature of Francophone countries and increase their knowledge of the history and civilization associated with those countries. 3 hrs. Prerequisite: FREN 230 or permission of instructor. 3 hrs.

FREN 363 French Civilization & Culture
French Civilization and Culture: This course will give students a better understanding of the history, civilization and culture of France. Prerequisite: FREN 230 or permission of instructor. 3 hrs.

FREN 370 Topics in French Studies
Topics in French Studies: Course designed to address a specific topic or area of French studies. Topic will be announced the semester preceding the offering. May be repeated with different topics. *Repeatable for a total of 36 hrs.* 3-9 hrs.

FREN 372 Elementary Translating
Elementary Translating: Comparative analysis of translated texts, questions of restructuring texts and adding or subtracting material, style/audience relationship, simple translations from source language to English, and sight translation. 3 hrs.

FREN 374 Advanced Translating
Advanced Translating: Study of professional journals in the field of translation, specific problems of source/target language equivalents, expansion of working dictionaries, oral reports on work in progress, and translating of substantial text(s) in field of specialization. Texts may be scientific, technical, commercial, scholarly or literary, depending on field of specialization. 3 hrs.

FREN 400 Directed Readings in French
Directed Readings in French: Directed study of a topic requiring the use of French-language sources. May be repeated with different topics. *Repeatable for a total of 36 hrs.* 1-3 hrs.

FREN 401 Independent Practicum in French
Independent Practicum in French: An independent study of a topic of interest to a student or an internship. Projects must require the use of the target language (French). May be repeated with different topics. *Repeatable for a total of 36 hrs.* 1-3 hrs.

GERMAN

GERM 101 Elementary German I
Elementary German I: Introduction to the German language with emphasis on vocabulary and listening, speaking, reading and writing skills. 3 hrs.

GERM 102 Elementary German II
Elementary German II: Introduction to the German language with emphasis on vocabulary and listening, speaking, reading and writing skills. 3 hrs.

GERM 201 Intermediate German I
Intermediate German I: Review of grammar, composition and conversation, based upon readings on the culture and civilizations of German-speaking countries. 3 hrs.

GERM 202 Intermediate German II
Intermediate German II: Continued study of grammar, composition and conversation, based upon readings on the culture and civilizations of German-speaking countries. 3 hrs.

GERM 370 Topics in German Studies
Topics in German Studies: Course designed to address a specific topic or area of German studies. Topic will be announced the semester preceding the offering. May be repeated with different topics. *Repeatable for a total of 36 hrs.* 3-9 hrs.

HISTORY

HIST 103 United States History to 1877
United States History to 1877: This course offers a survey of American history, beginning with an exploration of early Native American cultures and ending with a study of the American Civil War and Reconstruction. The class will focus its attention on the important social, political, and economic issues at play that created the unique tapestry of American cultural life in the colonial, revolutionary, and early national periods of American history. An effort will be made to connect developments in early American history to contemporary events shaping our lives. Students will be introduced to a range of primary source evidence from the American past, including diaries, speeches, laws, fiction, photographs, paintings, statistics and the like. 3 hrs.

HIST 104 United States History since 1877
United States History since 1877: This course offers a survey of the meaningful events in America's recent past that have shaped who we are as a people and a nation today. Special attention will be paid to the themes of race and the reformulation of national identity, the rise of modern nation-state, presidential leadership, and the connection between capitalism, and the rise of a consumer-based popular culture. Assignments include grading the best and worst twentieth century presidents, debating whether the 1920s flapper was a feminist, and advising international leaders on the direction of their foreign policy during the cold war. An effort will be made to connect each topic we examine to current events as they unfold in contemporary American life. 3 hrs.

HIST 107 History of Latin America
History of Latin America: A survey of the forces and events which have shaped Latin America experiences from the sixteenth century to the present. 3 hrs.

HIST 108 Perspectives in Global History
Perspectives in Global History: A survey of the fundamental aspects of human history from around the globe. This course is designed to increase student understanding of world history and provide crucial context for analyzing past and present events. Topical focus may vary from semester to semester, with broad attention to the history of multiple world regions as a consistent element. No Prerequisites. 3 hrs.

HIST 110 Emergence of the West
Emergence of the West: A survey of the history of civilization from the ancient world to the European crisis of the seventeenth century, with emphasis upon the political, social and intellectual development of Western civilization. 3 hrs.

HIST 111 West in the World
West in the World: A survey of the history of civilization from the end of the religious wars and the emergence of the great European powers to the crises of the twentieth century and nuclear age, with emphasis generally upon the political, social and intellectual development of Western civilization. 3 hrs.

HIST 113 East Asian Civilizations, 1400-Present
East Asian Civilizations, 1400-Present: An introduction to the histories of China, Korea, Vietnam, and Japan from the 15th century to the present. This course examines the social, political, and religious interconnections that shaped East Asia prior to major Western incursion and the ramifications of the West in East Asia from the 18th-century to the present. Despite their geographic proximity. China, Korea, Vietnam, and Japan followed different patterns during much of their history. This course with examine those patterns, with an explicitly comparative approach, in the intellectual, socioeconomic and institutional realms. Readings emphasis secondary scholarship and literature in translation. 3 hrs.

HIST 289 Seminar in US History
Seminar in U.S. History: This introductory seminar in U.S. history engages students in close examination of selected topics, highlights careful analysis of historical evidence, and close readings of selected texts. Students will also practice their writing skills by composing a seminar paper keyed to the seminar's work. Topics will vary. May be taken twice. *Repeatable for a total of 6 hrs.* 3 hrs.

HIST 291 Seminar in World History
Seminar in World History: This introductory seminar in world history engages students in close examination of selected topics, highlights careful analysis of historical evidence, and close readings of selected texts. Students will also practice their writing skills by composing a seminar paper keyed to the seminar's work. Topics will vary. May be taken twice. *Repeatable for a total of 6 hrs.* 3 hrs.

HIST 311 Research Seminar
Research Seminar: This seminar engages students in the research techniques and writing styles used by historians, attorneys, legal researchers, and others engaged in the systematic reconstruction of past events. Students will work with both primary and secondary materials, and will produce an originally researched project at the end of the semester. This course fulfils the writing-intensive course requirement for the history department. Prerequisite: none. 3 hrs.

HIST 320 Inventing the American Economy
Inventing the American Economy: After the American Revolution, the United States lacked a truly domestic economy and remained financially dependent on Great Britain. Yet, by the end of the nineteenth century, America had become the most productive and prosperous nation in the world. This course will explore the economic and political developments that fueled this transition and led to the invention of a uniquely American economy. In particular, we will investigate the rise of capitalism, the creation of a market economy, the public debates over capital and labor, as well as the political discussion of the proper relationship between government and economic development. Prerequisites: none. 3 hrs.

HIST 324 Immigration & the Making of America
Immigration and the Making of America: This course will explore the major themes and debates in American immigration history. Topics will include key migration waves, immigration policy, acculturation and attitudes towards immigrants, with an emphasis on the post-Civil War period. Methodological issues in researching immigrant history will also be explored. No prerequisites. 3 hrs.

HIST 329 French Revolution & Napoleon
French Revolution & Napoleon: The guillotine! The Marseillaise! Revolutionaries! Romantics! Louis XVI & Marie Antoinette; Napoleon and Josephine; Beethoven; Wordsworth; Goethe; Goya; Mary Wollstonecraft; Horatio Nelson, Wolfe Tone, and Toussaint L'Ouverture - all this and much else rushes through the volcanic moment in French and European history that runs from the beginning of the French Revolution in 1789 to the collapse of Napoleon's empire in 1815. This course will explore both the politics and the culture of this tumultuous generation, and examine the interrelationships among revolutionary politics, war, poetry (the Romantics, for instance) and prose, music (Beethoven's "Eroica" Symphony for instance); and the visual arts (from David to Goya). While France will be the focus of the course, the materials studied will come from all across Europe, from Dublin to Berlin, from Copenhagen to Rome, from Madrid to Moscow. No prerequisites. 3 hrs.

HIST 335 The American Revolution
The American Revolution: This course is designed to explore the political, social, and economic developments in British North America between 1760 and1800. Students will study the events that precipitated the imperial crisis, the war itself, and the ideas and circumstances that shaped the nation-building effort following the military victory. Through an examination of both primary and secondary sources, students will be encouraged to investigate why British colonialists chose independence, to understand how the Founders defined nationhood, and to consider why such lofty principles and ideals failed to have a broader social impact. No prerequisites. 3 hrs.

HIST 337 Invasion of the Americas
Invasion of the Americas: This course investigates the European discovery, conquest, and settlement of the Americas, from the mid-fifteenth century through the later seventeenth century, from the voyages of Columbus, through the Spanish "conquistadores," to the English and French settlements of North America. Prerequisite: none 3 hrs.

HIST 340 African-American History
African-American History: This course concentrates on the history of African Americans from the colonial period to the present. It introduces students to the historical literature concerning the course of slavery in the United States, its abolition and aftermath, as well as the experience of free blacks in the North and South. It focuses on the institutionalization of segregation and African American efforts to achieve equality in an unequal system, culminating in the civil rights movement of the recent period. Cultural history art, literature and music are integral to the course, as is the experience of African American women. 3 hrs.

HIST 341 Civil Rights Movement
Civil Rights Movement: In 1903, W.E.B. Dubois argued that "the problem of the twentieth century is the problem of the color line." This course explore s the unraveling of the color line in postwar America. Central to the task will be an analysis of the strategies and tactics grass roots activists employed in their assault on segregation. The class will also assess the tensions which emerged between a civil rights movement based on the principle of integration and a black liberation movement which emphasized self-separation. At the same time, the course will examine the creation of an African-American "movement culture" that found expression in music, literature, and the arts. Prerequisite: none 3 hrs.

HIST 344 Cold War America
Cold War America: The Cold War lasted for more than three decades. In that period the landscape of American politics, culture, and technology underwent dramatic change. This course will examine the Cold War (1945-1980) through the lenses of national and international policymaking, popular and social history, and new scientific technologies. From atomic birthday cakes and McCarthyism to anti-colonialism and civil rights, students will examine the Cold War as an era that re-shaped the political and social fabric of the United States and created questions that continue to inspire debate in American society to the present. No prerequisites. 3 hrs.

HIST 349 Civil War America
Civil War America: The American Civil War was one of the defining moments in American history. In this course, students will explore the road to secession, the war itself, and the political effort to reunite the Union after four years of bloody conflict. Through the examination of both secondary and primary sources, students will also exlamine the meaning of this important event from a national, sectional, racial, constitutional, individual, social, political and moral perspective. No prerequisites. *Repeatable for a total of 6 hrs.* 3 hrs.

HIST 354 Dragons & Dungeons: Medieval England
Dragons & Dungeons: Medieval England: This upper-level seminar will focus on politics and culture in Medieval England, that land of dragons and dungeons, from the reign of Richard the Lion-Hearted in the 12th century to the War of the Roses in the 15th century. No prerequisites. 3 hrs.

HIST 355 The Russian Revolution: Lenin to Stalin
The Russian Revolution: Lenin to Stalin: This upper-level seminar investigates some of the most explosive events in modern times: the Russian Revolution, the birth of Communism, and the creation of Stalinist totalitarianism, epic events, filled with extraordinary characters like Tsar Nicholas and Tsarina Alexandra; Rasputin; Lenin, Trotsky and the Bolsheviks; and Josef Stalin and his secret police. No prerequisites. 3 hrs.

HIST 356 Nazi Germany
Nazi Germany: This upper-level seminar will study the rise and fall of Nazi Germany. Materials studied will include Adolf Hitler, and the Nazi leadership the Nazi Party's, ideology and supporters; Germany's role in the Second World War; and the Holocaust. No prerequisites. 3 hrs.

HIST 364 ¡Viva México! Roots of the Mexican
¡Viva México!: Roots of the Mexican Nation: This course explores key moments in the history of Mexico from the pre-Columbian period to the present. . It introduces students to important discussions concerning the formation of modern Mexican society and culture. The class considers topics ranging from the Spanish Conquest, foreign interventions in the 19th century, the dictatorship of Porfirio Díaz, and the Mexican Revolution, to the roots of contemporary issues such as narcotrafficking and migration. No Prerequisites. 3 hrs.

HIST 370 Youth Revolution in China
Youth Revolution in China: This course examines the role young people played in shaping China's modern revolutionary period (1850-present). Readings include primary and secondary materials in translation. The course relies as well on the analysis of film, music, and artistic representations. Classroom discussion and a semester research project are required. 3 hrs.

HIST 389 Topics in US History
Topics in US History: Topics are announced annually. *Repeatable for a total of 6 hrs.* 3 hrs.

HIST 391 Topics in World History
Topics in World History: Topics are announced annually. Repeatable for a total of 6 hours. *Repeatable for a total of 6 hrs.* 3 hrs.

HIST 392 American Women
American Women: Derived from primary sources of women themselves, this study examines the central role of women in U.S. history. The study focuses on the period 1830 to the present, with particular attention given to race, region and class. 3 hrs.

HIST 449 Directed Readings
Directed Readings: Independent investigation of a topic through a program of directed readings. There will be an interpretive paper and oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic. *Repeatable for a total of 6 hrs.* 1-3 hrs.

HIST 450 Independent Study
Independent Study: Independent investigation of a topic through the writing of a research paper; oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic or project. *Repeatable for a total of 6 hrs.* 1-3 hrs.

HIST 495 Masterworks
Masterworks: Masterworks is the History Department's "capstone" course and is required of all history majors. All history majors conclude their study of history by creating a

serious history project, such as a paper, a literature review, or some other project approved by the history faculty. Each student will complete this work under the personal guidance of the Queens history faculty and present this work both to the faculty and to other history students. Students in this course must also submit a portfolio of other work completed during their history study. This course is taken in conjunction with an upper-level history course, and must be taken by history majors as they complete their last 12 credit hours in history. Prerequisite: History 311; permission of the department. 3 hrs.

HEALTH

HLTH 200 Introduction to Public Health
Introduction to Public Health: This course examines the many dimensions of the field of public health and ways in which the public's health is protected. Students will study the variety of ways social, economic, and political pressures influence the health of populations. Some of the current ethical public health dilemmas in which the rights of the person come into conflict with the rights of the society are explored. This course is designed as the first course in the Public Health Minor and designed to be taken in the student's second year of full-time study. 3 hrs.

HLTH 300 Introduction to Epidemiology
Introduction to Epidemiology: This course provides the student with a basic understanding of the patterns and determinants of disease in population. It also provides an understanding of epidemiologic methods and provides a framework for understanding the role of epidemiology in preventive and clinical medicine, disease investigation, program evaluation and public policy. Key concepts include: classification of disease, definitions of incidence and prevalence, concepts of rates, disease causation and outbreak investigation, study design, cohort studies, case-control studies, experimental studies, life tables, and screening. At the conclusion of the course, students should have a greater appreciation for the role of the epidemiologic method and be able to evaluate a basic epidemiologic study, including how the study's goals and research questions relate to the design, data measurements, and final interferences to disease causation. 3 hrs.

HLTH 320 Introduction to Allied Health
Introduction to Allied Health: Students acquire an overview of professions in Allied Health and are provided information relating to health maintenance and the identification, evaluation, prevention, and treatment of diseases or conditions. An in-depth review of careers in physical therapy, occupational therapy, nursing, radiography, laboratory, respiratory, nutrition, and health systems management is provided to identify the expectations of inter-professional alliances in the 21st century. This course satisfies the Writing Intensive requirement. 3 hrs.

HLTH 328 Structure & Function of the US Healthcare System
Structure and Function of the U.S. Healthcare System: A critical examination of the healthcare system in the United States, building from an introduction covering local, state, national, international, public, for-profit, and not-for-profit dimensions of this complex system. Historical, sociopolitical, cultural and economic factors and implications for consumer and healthcare professionals are explored. Prerequisites: ENGL 110 and 120. 3 hrs.

HLTH 488 Independent Study in Allied Health
Independent Study in Allied Health: Directed, individualized study on specific topics in Allied Health and related fields. Prerequisite: Consent of instructor and department chair. *Repeatable for a total of 6 hrs.* 1-6 hrs.

HLTH 489 Independent Study in Interdisciplinary Health Services
Independent Study in Interdisciplinary Health Services: Directed, individulaized study on specific topics in Interdisciplinary Health Services and related fields. Prerequisite: Consent of instructor and department chair. *Repeatable for a total of 6 hrs.* 1-6 hrs.

HONORS

HONR 110 First-Year Honors Seminar
First-Year Honors Seminar: By invitation, based on high school record and test scores. This course is designed to introduce first semester freshmen to the honors program and honors work. In this course, students have an opportunity to 1) meet and work with other gifted and motivated students, and 2) sharpen analytical and research skills by investigating a variety of topics that have teased the human mind for centuries. In the course, students examine a wide ranging set of "history's mysteries," including unexplained phenomena (Stonehenge, the Bermuda Triangle), questionable existences (UFOs, the Loch Ness Monster), historical legends (the Trojan War, King Arthur), and conspiracy theories (Area 51, the Apollo Moon Landing, 9/11). 3 hrs.

HONR 210 Honors Seminar
Honors Seminar: Offered in the fall semester, this course is an interdisciplinary seminar examining significant ideas and methods of inquiry in a variety of disciplines, centering on questions not directly addressed by other university courses. Specific topics vary from year to year and are announced in the term prior to being taught. Material is suitable for sophomore students and above. Significant levels of reading and writing are required. Course may be retaken for credit if the course topic is different. *Repeatable for a total of 9 hrs.* 3 hrs.

HONR 220 Honors Seminar
Honors Seminar: Offered in the spring semester, this course is an interdisciplinary seminar examining significant ideas and methods of inquiry in a variety of disciplines, centering on questions not directly addressed by other university courses. Specific topics vary from year to year and are announced in the term prior to being taught. Material will be suitable for second semester freshman and above. Significant levels of reading and writing are required. Course may be retaken for credit if the course topic is different. *Repeatable for a total of 9 hrs.* 3 hrs.

HONR 310 Introduction to Honors Project
Introduction to Honors Project: HONR 310 is a group seminar course taken by all junior honors students in the fall semester. The course will initiate students to the process of generating, developing, and refining an honors-level project idea, and will serve as a workshop for students to discuss their ideas. During the semester, students will select a Thesis/Project Advisor and Committee, and with them begin developing a bibliography of readings for the research phase of the project. By the end of the semester, each student will have identified their honors thesis or project topic and have chosen an honors advisor and committee. 2 hrs.

HONR 320 Honors Project
Honors Project: This is the first semester of focused effort on the honors thesis or project. This is an opportunity for extensive research in a field of special interest, resulting in an extended paper or final project and an oral defense before an examination committee appointed by the Honors Director in consultation with the student and the thesis advisor. By the end of this course, the student should have achieved significant progress towards completion of the honors project. This progress may be a rough draft of the entire thesis, polished drafts of significant portions of the thesis, several pieces of art that will contribute to the Honors project, etc. 2 hrs.

HONR 410 Honors Project
Honors Project: This course is the second and last semester of crafting the honors project. By the end of the semester, the student should have completed the honors project. 2 hrs.

HONR 420 Honors Service
Honors Service: HONR 420 reflects the service nature of Queens. Honors students are required to "give back" with service to one of their communities (e.g., campus, civic, or academic) in ways including (but not limited to) the following: Presenting the thesis work at a conference, publishing the thesis work, presenting creative work to a university or Charlotte community audience, organizing / hosting a campus-wide honors event (e.g., seminar, community forum, guest speaker, etc.), mentoring Freshman and Sophomore honors students. *Pass/No Record.* 1 hr.

HUMAN SERVICE STUDIES

HSS 101 Introduction to Human Services Studies
Introduction to Human Service Studies: This course will introduce the student to historical development of the human service profession and the models of service delivery. Topics will include the philosophy, values, concepts, language, problems and broad scope of human services, as well as exposure to various agencies and agency policies. 3 hrs.

HSS 301 Writing for the Human Services
Writing for the Human Services: This course focuses on the skills and processes of effective writing in the Human Services profession. Intensive focus will be placed on APA style, writing objective client assessments, professional and research writing and writing for the popular press and professional workshops. Prerequisite: HSS 101, HSS 374. 3 hrs.

HSS 306 Research Methods
Research Methods: Introduction to research methods and statistical procedures in social science. Emphasis on mastering fundamental scientific and technological skills associated with literature review, research design, data collection, data analysis, data graphics, data interpretation, and scientific writing. Particular attention to program evaluation is included. Prerequisite: PSYC 201 or SOCI 203 and MATH 106. 3 hrs.

HSS 306L Lab in Research Methods
Lab in Research Methods: A laboratory course focused on design, analysis, and reporting of a variety of social science experiments and program evaluation. Prerequisite: PSYC 201 or SOCI 203 and MATH 106. 1 hr.

HSS 318 Working with Individuals in Need
Working with Individuals in Need: Connecting with individuals in need requires the use of interpersonal, reflective, and assessing skills. Students will learn theory and apply skills that are facilitative to the helping relationship through both didactic and experiential methods. Prerequisite: HSS 101. 3 hrs.

HSS 322 Generalist Case Management
Generalist Case Management: Case Management is the "cornerstone of Human Services practice." This course will focus on helping diverse populations negotiate complicated Human Services systems in a variety of settings. Emphasis will be placed on client assessment, consultation, education and advocacy. Prerequisite: HSS 101. 3 hrs.

HSS 330 Leading Psychoeducational Groups
Leading Psychoeducational Groups: This course will concentrate on the basic issues and key concepts of leading psychoeducational groups in human services settings. Particular attention will be paid to working with groups of various developmental stages, integration of helping orientations, cultural awareness issues, and working with groups from vulnerable populations. Prerequisite: HSS 101 or PSYC 201. 3 hrs.

HSS 338 Cross Cultural Issues in Human Service Studies
Cross Cultural Issues in Human Service Studies: An in-depth look at the variety of cross-cultural issues in the contemporary U.S. Emphasis will be placed on the cultural continua of interdependence/individuality, rights and responsibilities, family construction, health, tradition/technology and nurturance/independence. Social psychological theories and applications that are relevant to understanding and responding to prejudice and discrimination will be examined. Prerequisite: HSS 101 or permission of instructor. 3 hrs.

HSS 342 Ethical Issues in Human Services
Ethical Issues in Human Services: An overview of the ethical issues faced in the practice of Human Services in a variety of settings. Emphasis will be placed on creating sensitivity to ethical issues in the profession and to the implications of professional actions. The course will also focus on improving the
students' ability to reason about ethical issues, instilling determination to act in ethical ways, and teaching tolerance of ambiguity in ethical decision making. Prerequisites: HSS 101 or permission of instructor. 3 hrs.

HSS 345 Play Therapy
Play Therapy: This course provides foundational knowledge for using play therapeutically with children under the age of 10. Students will gain understanding about the developmental need for play therapy and play therapy theory. In addition, they will practice play therapy skills for use with the population. 3 hrs.

HSS 350 Independent Study
Independent Study: Independent investigation of a topic through a program of directed readings or research project. Requires prior approval of the supervising professor. 1-3 hrs.

HSS 351 Parenting in Contemporary Society
Parenting in Contemporary Society: Parenting in today's world is particularly complex. This course will provide a systemic overview of the structure and functioning of parent/child interactions. Particular attention will be paid to working with parents of various populations, and providing instruction to parent groups. Prerequisite: HSS 101. 3 hrs.

HSS 352 Topics in Human Service Studies
Topics in Human Service Studies: Investigation of a single topic or area of human and community services. The topic may vary from term to term. May be taken more than once with different subtitles. *Repeatable for a total of 6 hrs.* 3 hrs.

HSS 370 Pogram Evaluation and Outcome Measure for NonProfit Organizations
Program Evaluation and Outcome Measurement for Notnprofit Organizations: An overview of outcome and performance measurement systems used by nonprofit agencies. Emphasis will be placed on understanding issues related to choosing which needs and outcomes are measured, how they are measured, and how needs assessment outcome information is used for program creation, continuation and funding. Particular attention will be paid to completing evaluations and assessments as a HCS professional. Prerequisites: HSS 101, Math 106, HSS 306, HSS 306L. 3 hrs.

HSS 380 Administration of Non-Profit Agencies
Administration of Non-Profit Agencies: This course will concentrate on the structure and functioning of human and social services, providing an in depth understanding of the administration of not for profit agencies which provide direct services or advocacy for clients, including organizational development, fundraising, and staff development. The course provides students with an overview of existing resources for nonprofit social service organizations. Special emphasis will be placed on understanding the role of the director and staff as well as the roles of the organization within both the internal community as welll as the external community. Prerequisite: HSS 101. 3 hrs.

HSS 400 Senior Seminar in Human Services Studies
Senior Seminar in HSS: The capstone course of the program. The course requires the integration of the major theories and principles from each of the preceding courses so that the

student creates a defining perspective of the entire program of study. Prerequisites: HSS 101, HSS 306, and HSS 306L. 3 hrs.

INTERDISCIPLINARY STUDIES

IDST 200 Interdisciplinary Studies
Interdisciplinary Studies: An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Credit as elective only. *Repeatable for a total of 6 hrs.* 1-3 hrs.

IDST 201 Arts in Action
Arts in Action: This course consists of a service opportunity in an arts organization in the Charlotte-Mecklenburg region. The service opportunity is chosen by the student in conjunction with the faculty supervisor for the Arts In Action course. Prior approval by the faculty supervisor and chair of the art department required. This course should be taken soon after declaration of the major. The number of credit hours will depend on the service commitment. Prerequisite: ART 250: Introduction to Arts Leadership & Administration. 1-3 hrs.

IDST 300 Interdisciplinary Studies
Interdisciplinary Studies: An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Credit as elective only. 3 hrs.

IDST 301 Arts Development
Arts Development: This course explores a wide variety of funding models for arts organizations, including fundraising and community development, grants, and government revenue sources. Students will learn how to effectively use digital media as well as traditional written methods and published materials to obtain revenue for the organization as well as how to manage that revenue through budgeting processes and procedures. Prerequisite: Art 250: Introduction to Arts Leadership & Administration. 3 hrs.

IDST 305 Leadership
Leadership: This course provides an introduction to leadership. Course discussions will include exploring the nature of leadership, the development of an understanding of leadership theories, and an overview of various styles of leadership. Discussions with community leaders will facilitate the students' creation of strategies for successful leadership and development of skills to enhance their leadership effectiveness in a variety of settings. 3 hrs.

IDST 401 Arts Leadership Practicum Capstone
Arts Leadership Practicum Capstone: The capstone for the Arts Leadership & Administration major is a required internship for one semester in a Charlotte-Mecklenburg area arts organization. Students completing the internship will meet regularly with the assigned faculty member and supervising employer to assess student work. The course will culminate in a paper and presentation on the internship experience. Open to juniors and seniors. Pre-requisites: Art 250, Introduction to Arts Leadership, and IDST 201, Arts in Action. The majority of the core courses for the major should be completed before taking the capstone. This course fulfills 3 hours of the General Education INTE requirement. 3 hrs.

IDST 450 Interdisciplinary Senior Thesis
Interdisciplinary Senior Thesis: Designed primarily for students who are engaged in interdisciplinary study at the advanced level. Supervised and evaluated by the student's major advisor and at least one person from another department. Open only to seniors. Students pursuing an honors degree should plan to take Honors 320 instead of Interdisciplinary Thesis 450. 3 hrs.

INTERNSHIPS

INTE 297 The World of Work
The World of Work: This course engages undergraduate students in the professional and career related skills that will prepare them for internships and future employment. Students will gain an understanding of their career-related interests, individual preferences, strengths and values and achieve the skills required for career search and professional development. This course is typically taken during sophomore year. INTE 297 is a prerequisite to the traditional undergraduate professional internship courses (INTE 497, 498, 499). 2 hrs.

INTE 496 Professional Internship
Professional Internship: This course is designed for Hayworth students with significant previous work experience. The student will gain experience and skills in a new work environment through an internship. Depending on the number of approved credit hours the student takes, the student will work 43 hours per credit hour. The student will submit assignments related to the internship and employment topics in addition to class participation. Approval of the internship site and terms must be given by Internship & Career Programs. *Pass/Fail. Repeatable for a total of 12 hrs.* 1-3 hrs.

INTE 497 Professional Internship III
Professional Internship III: Students may take this course after sucessful completion of INTE 498 and 499 to participate in a third internship. Requirements include the successful completion of work hours (43 hours per credit), reflective papers, and class participation. Approval of the internship site and terms must be given by Internship & Career Programs. *Pass/Fail. Repeatable for a total of 12 hrs.* 1-6 hrs.

INTE 498 Professional Internship I
Professional Internship I: This course enables students to make a strong connection between theory and practice, study and work. To enroll in INTE 498, students complete and sign a learning contract with a chosen internship site. Requirements include the completion of 86 work hours, reflective papers, and class meetings. This course should normally be taken in the fall semester of the junior year, but as long as a student has successfully completed INTE 297 they are eligible for this course. Approval of the internship site and terms must be given by Internship and Career Programs. *Pass/Fail.* 2 hrs.

INTE 499 Professional Internship II
Professional Internship II: This is the second required internship course and involves coursework that further engages the student in understanding the workplace and professional landscape. Requirements include completion of 86 additional work hours, reflective papers, a presentation at the end of the semester. Students may choose to enroll in INTE 499 at the same time as INTE 498 with approval, or may take it separately in a semester following the completion of INTE 498. Approval of the internship site and terms must be given by Internship and Career Programs. *Pass/Fail.* 2 hrs.

INTS 303 Topics in International Studies
Topics in International Studies: A rotating topics course that would permit more in-depth studies of a topic, issue or area within international studies. Course may be repeated for credit with different topics. *Repeatable for a total of 9 hrs.* 3 hrs.

JOHN BELK INTERNATIONAL PROGRAM

JBIP 210 Study Tour Preparation
Study Tour Preparation: An interdisciplinary and interactive study of the culture, history, politics, geography, economy, society and language of the area upon which the study tour focuses. Students must make not lower than a C- (an average of 70) in this course in order to be eligible to participate in the JBIP study tour. Open only to students enrolled in the appropriate study tour. Prerequisite to participation in the study tour. Prerequisite: Junior standing and a 2.000 cumulative grade point average. 2 hrs.

JBIP 220 Study Tour
Study Tour: The opportunity for the student to study and

experience the many facets of a foreign culture through a study tour program arranged by the Belk Program Office and led by Queens faculty. Study Tours, like JBIP 210, are interdisciplinary in nature and are open to all qualified students no matter their intended major. Prerequisite: JBIP 210. *Pass/Fail.* 2-3 hrs.

JBIP 270 Independent Study Tour
Independent Study Tour: This course offers students an opportunity to study and experience a foreign culture to those who, due to special circumstances, are unable to participate in JBIP 220. A course of study, itinerary and evaluation plan must be approved by the JBIP Director. Students will be responsible for making their own arrangements for travel, accommodations and visiting sites. Students who have been approved may apply for the Belk Scholarship. Prerequisites: students approved for this course must take a corresponding JBIP 210 course in the semester prior to their international travel. *Pass/No Record.* 1-3 hrs.

KINESIOLOGY

KINS 210 Introduction to Sport Management
Introduction to Sport Management: This course explores the diverse, expanding field of sport management and is designed to provide a comprehensive examination of the basic organizational structures found in the sport industry. Students will study applications of managerial concepts and processes, and the ways in which organizations interact with internal and external agencies. 3 hrs.

KINS 220 Foundations of Exercise & Sport Sci
Foundations of Exercise and Sport Sciences: Students will examine the historical and cultural aspects of the disciplines of exercise and sports sciences, including an introduction to the major sub-disciplines. 3 hrs.

KINS 340 Sport History
Sport History: This course explores the history of American sport, emphasizing its interactions with political, economic, social, and cultural forces; introduces aspects of historical methodology. 3 hrs.

KINS 346 Fitness Training Principles and Applications
Fitness Training Principles and Applications: The purpose of this course is to prepare the student in graded exercise testing and exercise prescription for the apparently healthy as well as the diseased adult population. 3 hrs.

KINS 360 Sport Marketing and Sales
Sport Marketing and Sales: This course examines fundamental marketing theories and principles applied to selling of sports, focusing on the concepts and practices forming the knowledge base for effective marketing strategies in sports. Prerequistes: BUSN 207 and BUSN 340. 3 hrs.

KINS 420 Policy and Ethical Issues in Sport
Policy and Ethical Issues in Sport: This course instructs students about strategic management planning for handling policy issues within an ethical framework. This course prepares to students to assess and resolve complex strategic planning and policy issues in an ethical manner. This course examines how chief executive officers of sport organizations ethically choose, maintain, or redirect the strategic positions of their organizations within ever changing environments. Students will explore their values and consider their ethical code in relation to professional conduct and best practices. 3 hrs.

KINS 432 Exercise and Sport Physiology
Exercise and Sport Physology: This course examines the application of principles of physiology to study the effect of aging, obesity, and exercise on the skeletal muscle, cardiovascular systems, and metabolic systems, and the effect of training and environment on performance. Prerequisites: BIOL 213 & 214. 3 hrs.

KINS 446 Nutrition for Exercise and Sport
Nutrition for Exercise and Sport: This course is designed to provide the student with an understanding of how to enhance exercise and sport performance with proper nutrition. Students will examine principles of nutritionally sound diets for endurance, speed and strength-related activities. Special nutritional needs will also be discussed (e.g., increasing muscle mass or lowering body fat content). 3 hrs.

KINS 450 Exercise and Sport Psychology
Exercise and Sport Psychology: This course examines how individuals behave in physical activity, exercise, and sport settings. Psychological antecedents and consequences of primary and secondary involvement in exercise sport, and related physical activities will be introduced. Prerequisite: PSYC 201. 3 hrs.

KINS 452 Sport in Cinema and Television
Sport in Cinema and Television: The cinema (film) and television are powerful media that can shape psychosocial perceptions of sports, athletes, and coaches, as well as reflect the roles sports, athletes, and coaches have in our society. This course will investigate the view of sports, athletes, and coaches as presented by film and television. The students will analyze films and television productions, write and discuss criticisms that address the roles of sports, athletes, and coaches as seen by the camera and perceived by individuals and society. Materials will emphasize American cinema and television, but will not exclude foreign and independent productions. Students will acquire an understanding of the language of sport as they focus on the power of the media to impact beliefs, psychosocial issues, and stereotypes related to the individual within the American society. Pre-requisite: None; However, a course in psychology, sociology, sport psychology, and/or sport sociology is recommended. 3 hrs.

KINS 460 Sport Governance and Administration
Sport Governance and Administration: This course provides an overview of the manner sport and athletics are governed in the United States, while also examining how sport policies are formulated and impact the operations of a sport organization. The roles and functions of various governing bodies are discussed. 3 hrs.

KINS 462 Sport Event and Facility Management
Sport Event and Facility Management: This course provides students with an understanding of the challenges involved in major sports events and facilities. Topics usually include the analysis of goals and resources, potential development of the revenue streams, planning and design, scheduling and operations, and the management of personnel. 3 hrs.

KINS 464 Sport Finance and Economics
Sport Finance and Economics: This course provides an examination of principles of economics, budgeting, and finance as it applies to the sport industry. With an emphasis on the receipt, disbursement, and utilization of capital to foster sports business growth, other topics include budgeting, planning, acquisitions and liquidation. 3 hrs.

KINS 466 Legal Issues in Sport
Legal Issues in Sport: This course is designed to introduce and familiarize students with basic knowledge of the legal system and legal issues prevalent in sport and comparable activities. Major focus of the course is on understanding the concept of negligence, where and how negligence occurs and identifying ways in which negligent acts can be reduced or eliminated. Other topics relating to the scope of legal issues will be addressed. This course satisfies the Writing Intensive requirement. 3 hrs.

KINS 470 Sport Sociology
Sport Sociology; This course provides an introduction to the study of sport and its relationship to society and other social institutions. Emphasis is placed on the current relationships

between sport and society (i.e., "Sport is a microcosm of society."). 3 hrs.

KINS 472 Senior Seminar in Exercise/Sport Sciences
Senior Seminar in Exercise and Sport Sciences: This capstone course is designed for study of special topics of current interest and issues in the exercise and sport sciences. Prerequisite; Senior standing or consent of the instructor. 3 hrs.

KINS 474 Senior Seminar in Sport Management
Senior Seminar in Sport Management: This capstone course is designed for study of special topics of current interest and issues in sport management. Prerequisite: Senior standing or consent of instructor. 3 hrs.

KINS 488 Independent Study in Sport Managemt
Independent Study in Sport Management: Directed, individualized study on specific topics in Sport Management. Prerequisite: Consent of instructor and department chair. *Repeatable for a total of 6 hrs.* 1-6 hrs.

KINS 489 Independent Study in Exercise & Sport Sciences
Independent Study in Exercise and Sport Sciences: Directed, individualized study on specific topics in the Exercise and Sport Sciences and related fields. Prerequisite: Consent of instructor and department chair. *Repeatable for a total of 6 hrs.* 1-6 hrs.

KINS 499 Special Topics in Kinesiology
Special Topics in Kinesiology: This course provides an opportunity for the study of various topics/issues in the field of Kinesiology not offered on a regular basis. The topics/issues and prerequisites for each section of this course may vary. Students may repeat this course provided each topic/issue is different. *Repeatable for a total of 9 hrs.* 3 hrs.

LANGUAGES - OTHER

LANG 101 Elementary Foreign Language I
Elementary Foreign Language I: Fundamentals of grammar and phonetics, reading, writing and conversation of target language. This course will be offered on a rotating topics basis as demand and faculty with sufficient credentials dictate. May be repeated with different topics. *Repeatable for a total of 36 hrs.* 3 hrs.

LANG 102 Elementary Foreign Language II
Elementary Foreign Language II: Fundamentals of grammar and phonetics, reading, writing and conversation of target language. This course will be offered on a rotating topics basis as demand and faculty with sufficient credentials dictate. May be repeated with different topics. *Repeatable for a total of 36 hrs.* 3 hrs.

LANG 201 Intermediate Foreign Language I
Intermediate Foreign Language I: Review and more advanced study of a language with emphasis placed on structure and written and oral use. Introduction to the country's culture. May be repeated with different topics. *Repeatable for a total of 36 hrs.* 3 hrs.

LANG 202 Intermediate Foreign Language II
Intermediate Foreign Language II: Review and more advanced study of a language with emphasis placed on structure and written and oral use. Introduction to the country's culture. May be repeated with different topics. *Repeatable for a total of 36 hrs.* 3 hrs.

LANG 203 International Immersion Program
International Immersion Program: This course involves putting yourself in a completely new situation with the goal of becoming functionally proficient in another language and to acquire an understanding of and appreciation for other cultures. Instead of speaking a language only while you're in class, you'll use it all day every day – whether you're asking for directions, conversing with a new friend, or reading the placards in a museum. By combining travel with study, this course allows you to delve into a new culture via daily exposure to the language through your interactions with your host family and international classmates. Prerequisite: One intermediate language class or permission of department chair. *Repeatable for a total of 6 hrs.* 3-6 hrs.

LANG 303 International Immersion Program
International Immersion Program: This course involves putting yourself in a completely new situation with the goal of becoming functionally proficient in another language and to acquire an understanding of and appreciation for other cultures. Instead of speaking a language only while you're in class, you'll use it all day every day -- whether you're asking for directions, conversing with a new friend, or reading the placards in a museum. By combining travel with study, this course allows you to delve into a new culture via daily exposure to the language through your interactions with your host family and international classmates. Prerequisite: Two intermediate language classes, and permission of department chair. *Repeatable for a total of 6 hrs.* 3-6 hrs.

LANG 370 Topics in Foreign Language
Topics in Foreign Language: Course designed to address a specific topic or area of a language and its target culture. Topic will be announced the semester preceding the offering. May be repeated with different topics. *Repeatable for a total of 36 hrs.* 3-9 hrs.

LATIN AMERICAN STUDIES

LAST 101 Intro to Latin American Studies
ntroduction to Latin American Studies: This course will provide students with an interdisciplinary introduction to Latin American Studies. Students will explore Latin America's rich and diverse contemporary culture through an examination of the region's literature, history, politics, religion, music and fine arts. Taught in English. 3 hrs.

MATHEMATICS

MATH 099 Basic Mathematics
Basic Mathematics: This is a developmental mathematics course including topics generally found in high school algebra II. Credit for this course may not be used toward graduation. 3 hrs.

MATH 104 Mathematical Ideas
Mathematical Ideas: The course will explore topics selected from number theory, probability theory, topology and set theory. In addition, such areas as logic, modern geometries, chaos theory and fractals may be addressed. Throughout, unifying concepts of investigation, conjecture, counter examples and applications will be stressed. Note: This course does not prepare the student for subsequent enrollment in Introductory Statistics or Calculus. 3 hrs.

MATH 106 Introductory Statistics
Introductory Statistics: An introduction to data analysis and statistical concepts. Interpretation and calculations for description of single variables and simple regression, basic probability, random variables, confidence intervals and tests of hypotheses. Students may be required to have access to a TI-83 or TI-83 Plus calculator or be required to work with statistics software on the computer. 3 hrs.

MATH 110 Quantitative Business Methods
Quantitative Business Methods: A study of several key topics in mathematics that are applicable to other fields of study. Topics include linear and nonlinear functions, rates of change, mathematical systems, and finding maxima and minima. Emphasis will be placed on critical thinking and problem solving through the study of hypothetical cases and real-world problems. 3 hrs.

MATH 111 Precalculus
Precalculus: Topics will include functions and their graphs, exponential and logarithmic functions, trigonometric functions and equations, the theory of polynomials, systems of equations, sequences and analytic geometry. 3 hrs.

MATH 121 Calculus I
Calculus I: An integrated treatment of analytic geometry and limits, continuity of functions, differentiation of algebraic and trigonometric functions, applications of derivatives to extreme values and curve sketching, the fundamental theorems of integral calculus, common integration techniques and applications. Prerequisite: MATH 111 or consent of the mathematics department. 4 hrs.

MATH 209 Discrete Mathematics
Discrete Mathematics: An introductory treatment of relations, functions, set theory, Boolean algebra, logic and methods of proof, the binomial theorem, combinatorics, elements of number theory and recursion. 3 hrs.

MATH 220 Calculus II
Calculus II: The calculus of transcendental functions, indeterminate forms and l'Hopital's rule, improper integrals, infinite sequences and series, further techniques and applications of integration, inverse trigonometric functions, polar coordinates and plane curves. Students will be required to have access to a TI-83 or TI-83 Plus calculator for this course. Prerequisite: MATH 121. 4 hrs.

MATH 221 Calculus III
Calculus III: Vector-valued functions, multi-variable functions and their derivatives, multiple integral, alternate coordinate systems, and the theorems of Green and Stokes. Students will be required to have access to a TI-83 or a TI-83 Plus calculator for this course. Prerequisite: MATH 220. 3 hrs.

MATH 303 Linear Algebra
Linear Algebra: Coordinate geometry, vectors and three-dimensional geometry, matrices and determinants, linear transformations. Prerequisite: MATH 121. 3 hrs.

MATH 304 Geometry
Geometry: Modern approach to the study of Euclidean and non-Euclidean geometries, including finite and hyperbolic geometries; designed especially for students preparing to teach. Prerequisite: MATH 121. 3 hrs.

MATH 311 Differential Equations
Differential Equations: This course is designed to introduce the student to differential equations and their applications. In addition to studying the theoretical aspects of differential equations, students will also examine numerical methods and solutions with the use of the existing computer facilities and software. Prerequisite: MATH 220. 3 hrs.

MATH 320 Probability & Statistics
Probability and Statistics: A first course in both probability and statistics. Topics include a rigorous mathematical approach to probability laws, conditional probability, the concept of independence, random variables, discrete and continuous distributions, sampling, statistical inference, central limit theorem, and hypothesis testing. Practical application will be explored using the SPSS computer statistics package. Prerequisites: MATH 220. 3 hrs.

MATH 380 Mathematical Finance
Mathematical Finance: A mathematical approach to the theory of finance including theory of interest, risk and return, insurance models, valuing investments and financial derivatives. Prerequisites: MATH 220. 3 hrs.

MATH 401 Modern Algebra I
Modern Algebra I: Introduction to abstract algebra. Topics include basic properties of integers, permutation groups, subgroups, quotient groups, group isomorphisms and homomorphism, rings and ideals. This course fulfills the writing-intensive course requirement. Prerequisite: MATH 303. 4 hrs.

MATH 410 Mathematical Probability
Mathematical Probability: This course investigates both the mathematical theory behind the study of probability as well as its use in modeling stochastic behavior. Topics include moment generating functions, expectation, stochastic processes, multivariate distributions, variance and covariance. Prerequisites: MATH 221, MATH 320. 3 hrs.

MATH 415 Intro to Real Variable Theory
Introduction to Real Variable Theory: Careful axiomatic development of the real number system, limits of functions and real sequences, continuity, theory of differentiation and integration. Prerequisite: MATH 221. 3 hrs.

MATH 417 Introduction to Complex Analysis
Introduction to Complex Analysis: Development of the theory of complex numbers and functions, power series, Cauchy's theorem and applications, harmonic functions and conformal mapping. Prerequisite: MATH 221. 3 hrs.

MATH 420 Mathematical Statistics
Mathematical Statistics: This course investigates both the mathematical theory behind the study of statistics as well as its use as a tool of inference. Topics include curve fitting, multiple regression, ANOVA, inference tests, properties of estimators and further exploration of the SPSS statistics package. Prerequisites: MATH 221, MATH 320. 3 hrs.

MATH 430 Topics in Mathematics
Topics in Mathematics: This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced annually. May be repeated for credit under different subtitles. May vary with topic. Lecture hours vary with the hours credit and the course taught. 1-4 hrs.

MATH 450 Independent Study
Independent Study: MATH 450 Independent Studies in Mathematics Research projects in the area of the student's interest; written report will be required. May be repeated for credit. Prerequisite: Open to mathematics majors with at least junior standing. 1-3 hrs.

MATH 490 Actuarial Science
Actuarial Science: This course connects the topics studied in other courses to the discipline of actuarial science by studying various applications. In addition, the course will help to prepare the student for the entry-level actuarial science exam. Prerequisites: MATH 410, MATH 420. 3 hrs.

MATH 496 Senior Thesis Preparation
Senior Thesis Preparation: Each student will be assigned an advisor from the mathematics faculty, with whose guidance the student will read in a mathematical area and select the topic for the paper or project to be completed in the following semester. A grade of K will be assigned for MATH 496 until MATH 497 has been completed. Prerequisite: Junior or senior standing. 1 hr.

MATH 497 Senior Thesis
Senior Thesis: Each student will complete the project for which preparatory work was done during the previous semester. The project will be presented to an audience of peers and instructors and a written version of the paper may be housed in the library. Prerequisite: MATH 496. 2 hrs.

EXECUTIVE COACHING

GRADUATE COURSES

MSEC 605 Coaching Theories and Practice
Coaching Theories and Practice: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, applicable theories and methods. Coaching is explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. Students will develop coaching skills through in-class and out-of-class practice. 3 hrs.

MSEC 610 Human Development & Leadership
Human Development and Leadership: The primary objective of this course is to provide a contextual overview of human development and leadership from historical, intercultural, personal, and practitioner perspectives. The focus will be on human development and leadership theory and practice including adult development and learning, value clarification and ethical decision-making, career development and leadership. The course design is experiential and integrative, building on key knowledge, skills, and competencies by facilitating the development of the students' own leadership philosophy, style, and demonstrated effectiveness. The course is grounded in the importance of self-awareness in facilitating personal and professional development. 3 hrs.

MSEC 615 Understanding & Applying Research
Understanding and Applying Research: This course serves as an introduction to graduate study in Executive Coaching and provides students with a foundation for scholarly research. This course introduces students to applied research methods, statistics, quantitative and qualitative analyses. Special focus is given to research methods utilized in the social sciences, the philosophy of research, issues in applied and action research, problem formulation, research design, sampling theory, data collection methods, data analysis, the interpretation of quantitative and qualitative data, the organization and presentation of research findings, and report writing. Emphasis is given to evaluating, interpreting, and analyzing published research. 3 hrs.

MSEC 620 Interpersonal & Cross Cultural Communication
Interpersonal and Cross Cultural Communication: This course focuses on the study and application of communication theory in the context of interpersonal interactions-one-on-one, groups, teams as well as in-person, and mediated. Topics to be covered include language usage, nonverbal communication, listening, and conflict management. This course examines the role of communication in creating and maintaining stereotypical differences based on sex, sexual orientation, race, ethnicity, and position or role in interpersonal relationships in organizational settings. In addition, this course designed to assist students in acquiring the knowledge and skills necessary to establish rapport and achieving other responses they desire in interactions with people from different cultures and identity groups. 3 hrs.

MSEC 625 Applied Assessments & Measurement
Applied Assessments and Measurement: This course prepares the student to plan, implement, and/or evaluate the results of an assessment for an executive and team coaching interventions. It introduces the variety of assessment methods that are commonly used to understand the leader and the system in which the leader works from a historical, normative, and social perspective. Methods of structured interviews, standardized surveys, 360-degree feedback instruments and interviews, and other organizational assessments are introduced and applied. This course studies administration, scoring, and interpretation of commonly used instruments for the executive and team coaching assessment with emphasis on interviewing, techniques, multi-rater assessments as well as personality, behavioral, cognitive and inventories. Issues to be considered include test design and construction, validity and reliability, criteria for choosing a test, face-to-face versus online administration, cross-cultural and translation factors, ethics, and legality. 3 hrs.

MSEC 630 Advanced Coaching Theories & Practice
Advanced Coaching Theories and Practice: A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; ethical considerations, and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. 3 hrs.

MSEC 635 Group and Team Dynamics
Group and Team Dynamics: This course focuses on the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored in the context of coaching. 3 hrs.

MSEC 640 Business Acumen
Business Acumen: In this survey course, foundational concepts of accounting, finance, marketing, operations, organizational dynamics, and strategy are introduced. A variety of organizational contexts are considered. Students will learn to develop a business case for change at various levels, including program return on investment and impacts. This course is designed to introduce key concepts and applications associated with "the language of business". 3 hrs.

MSEC 645 Executive Coaching Practicum
Executive Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with clients, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. 3 hrs.

MSEC 650 Practice Development & Management
Practice Development and Management: This course introduces the concepts, methods, skills, and attitudes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skills in dialogue and consulting, with a particular emphasis on attitude development through the application of the Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management. 3 hrs.

MUSIC

MUSC 010 Concert Attendance
Concert Attendance: Freshmen are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* 0 hrs.

MUSC 011 Concert Attendance
Concert Attendance: Freshmen are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* 0 hrs.

MUSC 020 Concert Attendance
Concert Attendance: Sophomores are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* 0 hrs.

MUSC 021 Concert Attendance
Concert Attendance: Sophomores are required to attend six recitals or concerts on the Queens campus during the

semester. *Pass/No Record.* 0 hrs.

MUSC 030 Concert Attendance
Concert Attendance: Juniors are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* 0 hrs.

MUSC 031 Concert Attendance
Concert Attendance: Juniors are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* 0 hrs.

MUSC 040 Concert Attendance
Concert Attendance: Seniors are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* 0 hrs.

MUSC 041 Concert Attendance
Concert Attendance: Seniors are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* 0 hrs.

MUSC 100 Introduction to Music
Introduction to Music: Study of the basic materials of music, survey of the important composers and examination of selected masterpieces with reference to cultural background; technical knowledge of music not necessary for enrollment. 3 hrs.

MUSC 103 Beginning Theory and Composition I
Beginning Theory and Composition I: Beginning Theory and Composition presents fundamentals of notation, tonality, scales and modes, interval and triadic structure. Essentials of two-part writing are introduced through a general introduction to Species Counterpoint. Elementary characteristics of melodic form along with four-part writing in a homophonic style using triadic structures introduce students to formal analytic prodcures of tonal music.This course is intended for music majors, as part of a four-semester sequence. Must be taken concurrently with MUSC 103L. 3 hrs.

MUSC 103L Theory & Composition Lab I
Theory and Composition Lab I: This laboratory allows students to aurally and visually correlate pitch with music notation through the avenue of keyboard fundamentals. Must be taken concurrently with MUSC 103. *Pass/No Record.* 1 hr.

MUSC 104 Beginning Theory and Composition II
Beginning Theory and Composition II: Beginning Theory and Composition continues techniques of four-part writing in a homophonic style using triadic structures, seventh chords, non-harmonic tones, modulation, secondary chords. Tonal expansion is introduced through the study of pre-dominant harmonies and more complex chromatic harmonies. Traditional phrase structures are introduced. Prerequisite: MUSC 103. 3 hrs.

MUSC 110 Fundamentals of Music
Fundamentals of Music: Basics of music theory: notation of pitch, rhythm, scales and harmony. Students will listen to music as they begin to distinguish the basic elements and will learn how to write and play some simple tunes on the keyboard. Class activities will include collaboration on a variety of instruments as theory is translated into sound. This course is appropriate for non-music majors. No previous musical experience required. 3 hrs.

MUSC 113 SightSinging & EarTraining I
SightSinging and EarTraining I: Study and application of techniques of music reading and identification of sound. Students will begin to learn the Movable Do method of sight singing, and will work with ear training exercises for intervals, primary chord relationships, and rhythmic, melodic, and harmonic dictation at an elementary level. Prerequisite: MUSC 103. *Pass/No Record.* 1 hr.

MUSC 114 SightSinging & EarTraining II
SightSinging and EarTraining II: Continued acquisition of skills in sight-singing and ear training. Will include the addition of dominant seventh chords, primary triads in first inversion, rhythmic exercises involving unit, division, and subdivision, and sight singing in major and minor keys with multiple sharp or flat signatures. Prerequisite: MUSC 113. *Pass/No Record.* 1 hr.

MUSC 157 Piano Class I
Piano Class I: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 - Functional Piano I and II. Regular practice required. Prerequisites: Courses must be taken sequentially or by permission of the instructor. 1 hr.

MUSC 158 Piano Class II
Piano Class II: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 - Functional Piano I and II. Regular practice required. Prerequisites: Courses must be taken sequentially or by permission of the instructor. 1 hr.

MUSC 159 Piano Class III
Piano Class III: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 - Functional Piano I and II. Regular practice required. Prerequisites: Courses must be taken sequentially or by permission of the instructor. 1 hr.

MUSC 160 Piano Class IV
Piano Class IV: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 - Functional Piano I and II. Regular practice required. Prerequisites: Courses must be taken sequentially or by permission of the instructor. 1 hr.

MUSC 161G Applied Music Guitar
Applied Music Guitar: For non-music majors. One hour of daily practice required. Course fees apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 161H Applied Music Harp
Applied Music Harp: For non-music majors. One hour of daily practice required. Course fees apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 161O Applied Music Organ
Applied Music Organ: For non-music majors. One hour of daily practice required. Course fees apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 161P Applied Music Piano
Applied Music Piano: For non-music majors. One hour of daily practice required. Course fees apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 161S Applied Music Strings
Applied Music Strings: For non-music majors. One hour of daily practice required. Course fees apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 161V Applied Music Voice
Applied Music Voice: For non-music majors. One hour of daily practice required. Course fees apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 161W Applied Music Wind
Applied Music Wind: For non-music majors. One hour of daily practice required. Course fees apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 167 Beginning Guitar Class
Beginning Guitar Class: One weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is open to all students and may be repeated continuously for credit. 1 hr.

MUSC 171G Applied Music Guitar
Applied Music Guitar: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 171H Applied Music Harp
Applied Music Harp: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 171K Applied Music Klavier
Applied Music Klavier: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 171O Applied Music Organ
Applied Music Organ: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 171P Applied Music Piano
Applied Music Piano: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 171S Applied Music Strings
Applied Music Strings: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 171V Applied Music Voice
Applied Music Voice: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 171W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 171Z Applied Music Drums
Applied Music Drums: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 175 Voice Class
Voice Class: Two weekly sessions of 50 minutes each, in which students with little or no vocal training are instructed in the basic vocal principles, simple exercises and songs; regular practice is required. Open to all students; recommended for music therapy majors who will not study voice as the principal applied area. Should be taken as early as possible in the program of study. 1 hr.

MUSC 176 Voice Class
Voice Class: Two weekly sessions of 50 minutes each, in which students with little or no vocal training are instructed in the basic vocal principles, simple exercises and songs; regular practice is required. Open to all students; recommended for music therapy majors who will not study voice as the principal applied area. Should be taken as early as possible in the program of study. 1 hr.

MUSC 177 Symphonic Band
Symphonic Band: This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include standard band literature with a concert scheduled each semester. *Repeatable for a total of 4 hrs.* 1 hr.

MUSC 178 Symphonic Band
Symphonic Band: This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include standard band literature with a concert scheduled each semester. *Repeatable for a total of 4 hrs.* 1 hr.

MUSC 179 Orchestra
Orchestra: This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include literature for string orchestra with a concert scheduled each semester. *Repeatable for a total of 4 hrs.* 1 hr.

MUSC 180 Orchestra
Orchestra: This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include literature for string orchestra with a concert scheduled each semester. *Repeatable for a total of 4 hrs.* 1 hr.

MUSC 181G Applied Music Guitar
Applied Music Guitar: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 181H Applied Music Harp
Applied Music Harp: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 181K Applied Music Klavier
Applied Music Klavier: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 181O Applied Music Organ
Applied Music Organ: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 181P Applied Music Piano
Applied Music Piano: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 181S Applied Music Strings
Applied Music Strings: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 181V Applied Music Voice
Applied Music Voice: Private instruction for the first year of

private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 181W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 181Z Applied Music Drums
Applied Music Drums: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 185 Small Ensembles
Small Ensembles: Students must be proficient in their instrument to register for a small ensemble. Courses listed below may be repeated continuously for credit. (1) Small Ensemble: Accompanying or work, discussion and performance in chamber groups, sonatas, trios, quartets. (2) Piano Ensemble: Study and performance of duet and two piano literature with a member of the piano faculty. (3) Wind Ensemble: Study and/or performance of literature for woodwind and brass instruments. (4) Guitar Ensemble: Study and/or performance of ensemble music for guitar. (5) Voice Ensemble: Study and/or performance of ensemble music for voice. (6) Flute Ensemble: Study and/or performance of ensemble music for flute. (7) Improvisational Experience: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in playing their instruments both with and without music in front of them. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. *Repeatable for a total of 4 hrs.* 1 hr.

MUSC 186 Small Ensembles
Small Ensembles: Students must be proficient in their instrument to register for a small ensemble. Courses listed below may be repeated continuously for credit. (1) Small Ensemble: Accompanying or work, discussion and performance in chamber groups, sonatas, trios, quartets. (2) Piano Ensemble: Study and performance of duet and two piano literature with a member of the piano faculty. (3) Wind Ensemble: Study and/or performance of literature for woodwind and brass instruments. (4) Guitar Ensemble: Study and/or performance of ensemble music for guitars. (5) Voice Ensemble: Study and/or performance of ensemble music for voice. (6) Flute Ensemble: Study and/or performance of ensemble music for flute. (7) Improvisational Experience: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in playing their instruments both with and without music in front of them. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. *Repeatable for a total of 4 hrs.* 1 hr.

MUSC 187 Queens University of Charlotte Chorale
Queens University of Charlotte Chorale: The choral ensemble that performs for major University concerts on campus. Open to all students who enjoy and are able to sing. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth centuries. Repeatable for a total of 8 hours. *Repeatable for a total of 10 hrs.* 1 hr.

MUSC 188 Queens University of Charlotte Chorale
Queens University of Charlotte Chorale: The choral ensemble that performs for major University concerts on campus. Open to all students who enjoy and are able to sing. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. *Repeatable for a total of 8 hrs.* 1 hr.

MUSC 190 Opera Theatre
Opera Theatre: The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. Performances are scheduled during Term II. 1-3 hrs.

MUSC 191 Opera Theatre
Opera Theatre: The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. Performances are scheduled during Term II. 1-3 hrs.

MUSC 193 Royal Showstoppers
Royal Showstoppers: This ensemble will work from standard repertoire and perform at campus and community events as needed for public relations and entertainment purposes to satisfy particular needs of the University. (This course is an elective and does not count for ensemble credit) Admission by audition only. Course may be repeated continuously for credit. *Repeatable for a total of 5 hrs.* 1 hr.

MUSC 194 Royal Showstoppers
Royal Showstoppers: This ensemble will work from standard repertoire and perform at campus and community events as needed for public relations and entertainment purposes to satisfy particular needs of the University. (This course is an elective and does not count for ensemble credit) Admission by audition only. Course may be repeated continuously for credit. *Repeatable for a total of 5 hrs.* 1 hr.

MUSC 197 Queens University of Charlotte Chamber Singers
Queens University of Charlotte Chamber Singers: A select chamber choral ensemble that performs for University and community functions. Admission by audition only; repertoire includes secular and sacred choral works designed for smaller, chamber groups from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. *Repeatable for a total of 5 hrs.* 1 hr.

MUSC 198 Queens University of Charlotte Chamber Singers
Queens University of Charlotte Chamber Singers: A select chamber choral ensemble that performs for University and community functions. Admission by audition only; repertoire includes secular and sacred choral works designed for smaller, chamber groups from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. *Repeatable for a total of 5 hrs.* 1 hr.

MUSC 200 From Jazz to Rock 'N Roll
From Jazz to Rock 'N Roll: A survey of blues, jazz and rock 'n roll from the turn of the century to the last few decades of the 20th century. Important artists/composers will be studied and representative examples of the music will be experienced. 3 hrs.

MUSC 201 Introduction to World Music
Introduction to World Music: This course introduces students to the music of 10-12 non-Western countries/regions, their traditional instruments, a sample of musical events, and listening examples. Students also explore how music fits into each society and make comparisons to their own experiences. Students are taught the basic elements of Western music and given listening examples as a basis for comparison. Also included are experiences in other creative art forms of each country/region such as dance and visual art. Each section concludes with examples of music representing the fusion of each country/region and Western music. 3 hrs.

MUSC 202 History of Musical Theatre
History of Musical Theatre: This course introduces the elements of music and drama, different styles of dance and the various forms of musical dramas, which influenced the creation of musical theatre in the early 20th Century. A survey of musicals,

beginning with the landmark work, SHOWBOAT (Kern and Hammerstein), traces the various styles of musicals from the 1920s to modern day. Students are introduced to composers, lyricists and playwrights, who defined the evolution of musical theatre. The course includes attending live productions. 3 hrs.

MUSC 203 Theory and Composition III
Theory and Composition III: Theory and Composition concludes the study of chromatic harmonies. Binary and ternary form and analysis is introduced, along with a study of basic homophonic forms including Sonata-Allegro, variation and song forms. The study of advanced compositional techniques and analysis of chormaticism within tonality is completed this semester. Prerequisite: MUSC 104. 3 hrs.

MUSC 204 Theory and Composition IV
Theory and Composition IV: Theory and Composition IV provides an introduction to twentieth century compositional syles and techniques. Specific elements studied include pitch-class collecitons, non-tonal scale structures, serial composition, 12-tone row matrix sturctures, 20th century metric structures, new approaches to traditional formal structures and analysis techniques of newly created musical forms. Prerequisite: MUSC 203. 3 hrs.

MUSC 207 Music in America
Music in America: A survey of music and musical practices in the United States from colonial times to the present, with particular emphasis on those inherent qualities which have permeated America's serious and popular music over the past three centuries. No musical background necessary. 3 hrs.

MUSC 213 Sight Singing Ear Training III
SightSinging EarTraining III: Continued acquisition of skills, with the addition of secondary triads, cadential six-four triads, chromatic passing notes, and the completion and review of sight singing exercises in all major and minor keys. Prerequisite: MUSC 114. *Pass/No Record.* 1 hr.

MUSC 214 Sight Singing Ear Training IV
SightSinging EarTraining IV: Students will build onto their sight singing skills with the addition of altered syllables (full chromatic scale), modulation, rhythmic complexity, and melodic material from the twentieth century, including the jazz idiom. MUSC 213. *Pass/No Record.* 1 hr.

MUSC 215 Diction for Singers (English/Latin/Italian)
Diction for Singers (English/Latin/Italian): Two 50-minute periods weekly in which students are instructed in use of the International Phonetic Alphabet as well as the correct pronunciation of the English, Latin and Italian languages in relation to singing. Prerequisite: Previous vocal training or consent of the instructor. 1 hr.

MUSC 216 Diction for Singers (French/German)
Diction for Singers (French/German): Two 50-minute periods weekly in which students are instructed in the correct pronunciation of the French and German languages in relation to singing. Prerequisite: MUSC 215. 1 hr.

MUSC 271G Applied Music-Guitar
Applied Music-Guitar: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 271H Applied Music - Harp
Applied Music-Harp: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 271K Applied Music - Klavier
Applied Music - Klavier: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 271O Applied Music - Organ
Applied Music - Organ: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 271P Applied Music - Piano
Applied Music - Piano: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 271S Applied Music - Strings
Applied Music - Strings: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 271V Applied Music - Voice
Applied Music - Voice: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 271W Applied Music-Wind Instrument
Applied Music - Wind Instrument: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 271Z Applied Music - Drums
Applied Music - Drums: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281G Applied Music Guitar
Applied Music Guitar: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281H Applied Music Harp
Applied Music Harp: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281K Applied Music Harpsichord
Applied Music Harpsichord: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281O Applied Music Organ
Applied Music Organ: Private instruction for the second year of private collegiate study for students majoring in music or music

concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281P Applied Music Piano
Applied Music Piano: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281S Applied Music Strings
Applied Music Strings: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281V Applied Music Voice
Applied Music Voice: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 281Z Applied Music Drums
Applied Music - Drums: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 310 Conducting
Conducting: A course designed to develop conducting skills appropriate to the performance of instrumental and choral music. Basic skills covered include the negotiation of various patterns, preparatory beats, cues, releases, etc. Prerequisite: MUSC 114. 2 hrs.

MUSC 313 Piano Pedagogy and Literature I
Piano Pedagogy and Literature I: A survey and evaluation of piano methods and literature for use in teaching beginning, intermediate, and advanced students. Students will observe the teaching styles of several professional piano teachers. 3 hrs.

MUSC 321 Music History and Literature I
Music History and Literature I: An historical survey of music from ancient times to the end of the Baroque Era (1750). Designed to develop a perspective of the development of music in its social-cultural context, a repertory of representative works and composers, and a technique for listening analytically and critically. Required for music majors. Non-majors by permission only. 3 hrs.

MUSC 322 Music History and Literature II
Music History and Literature II: Continuation of MUSC 321, covering the period from 1750 to the present. Required for music majors. This course fulfills the Writing Intensive requirement for the Music Major. Non-majors by permission only. 3 hrs.

MUSC 324 Vocal Pedagogy and Literature I
Vocal Pedagogy and Literature I: The study of diction, its application to teaching vocal techniques; survey, evaluation, and examination of vocal literature for elementary and advanced students. Prerequisites: Permission of the instructor and one year of college-level vocal instruction. 3 hrs.

MUSC 350 Independent Study
Independent Study: Students who have shown a particular interest in some phase of music may pursue this interest under the guidance of an appointed faculty member. Prerequisite: Permission of the department, junior or senior standing, and at least a B average in all music studies taken at Queens University of Charlotte. 1-3 hrs.

MUSC 355 Topics: Music History & Literature
Topics: Music History and Literature: An in-depth study of a specific musical era or genre. Significant developments, genres and composers will be studied from the social and cultural context. 3 hrs.

MUSC 371G Applied Music Guitar
Applied Music Guitar: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 371H Applied Music Harp
Applied Music Harp: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 371O Applied Music Organ
Applied Music Organ: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 371P Applied Music Piano
Applied Music Piano: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 371S Applied Music Strings
Applied Music Strings: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 371V Applied Music Voice
Applied Music Voice: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 371W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 371Z Applied Music Drums
Applied Music Drums: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 381G Applied Music Guitar
Applied Music Guitar: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of

the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 381H Applied Music Harp
Applied Music Harp: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 381O Applied Music Organ
Applied Music Organ: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 381P Applied Music Piano
Applied Music Piano: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 381S Applied Music Strings
Applied Music Strings: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 381V Applied Music Voice
Applied Music Voice: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 381W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 381Z Applied Music Drums
Applied Music Drums: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 390 Opera Workshop II
Opera Workshop II: This course is an upper class level of MUSC 190. *Repeatable for a total of 9 hrs.* 1-3 hrs.

MUSC 391 Opera Workshop II
Opera Workshop: This course is an upper class level of MUSC 191. *Repeatable for a total of 9 hrs.* 1-3 hrs.

MUSC 395 Functional Piano Class I
Functional Piano Class I: Includes procedures and skills for proficiency in reading, harmonization and transposition at sight as well as experience in accompanying. Open to any student with sufficient background, but designed particularly for students majoring in music therapy. The class meets for two 50-minute sessions each week. Students may exempt this course by passing an examination. This course must be repeated until required skills are mastered. Prerequisite: Sufficient background in keyboard skills, as determined by the instructor. Pre-requisite: Piano Proficiency Exam Parts I and II. *Repeatable for a total of 2 hrs.* 1 hr.

MUSC 399 Half Recital
Half Recital: The preparation and performance of a half-recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. *Pass/Fail. Repeatable for a total of 2 hrs.* 1 hr.

MUSC 400 Senior Recital
Senior Recital: The preparation and performance of a full public solo recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. *Pass/Fail. Repeatable for a total of 4 hrs.* 2 hrs.

MUSC 455 Seminar in Applied Analysis
Seminar in Applied Analysis: Independent study and analysis of compositional techniques and formal styles of compositions studied in music literature and applied music classes. Prerequisites: MUSC 204, MUSC 321, and MUSC 322. 3 hrs.

MUSC 471G Applied Music - Guitar
Applied Music - Guitar: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 471H Applied Music - Harp
Applied Music - Harp: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 471O Applied Music - Organ
Applied Music - Organ: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 471P Applied Music - Piano
Applied Music - Piano: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 471S Applied Music - Strings
Applied Music - Strings: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 471V Applied Music - Voice
Applied Music - Voice: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 471W Applied Music - Wind Instrument
Applied Music - Wind Instrument: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 471Z Applied Music Drums
Applied Music Drums: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 481G Applied Music Guitar
Applied Music Guitar: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 481H Applied Music Harp
Applied Music Harp: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 481O Applied Music Organ
Applied Music Organ: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 481P Applied Music Piano
Applied Music Piano: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 481S Applied Music Strings
Applied Music Strings: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 481V Applied Music Voice
Applied Music Voice: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 481W Applied Music Wind Instruments
Applied Music Wind Instruments: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSC 481Z Applied Music Drums
Applied Music Drums: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees apply. *Repeatable for a total of 14 hrs.* 1-2 hrs.

MUSIC THERAPY

MUTH 131 Freshman Music Therapy Practicum I
Freshman Music Therapy Practicum I: Freshmen music therapy majors will work weekly in the on-campus clinic with a child or young adult who has a developmental disability. Responsibilities include assessing, observing, planning co-leading and/or leading sessions, and evaluating progress of client. *Pass/Fail.* 1 hr.

MUTH 132 Freshman Music Therapy Practicum II
Freshman Music Practicum II: Freshmen music therapy majors will work weekly in the on-campus clinic with a child or young adult who has a developmental disability. Responsibilities include assessing, observing, planning co-leading and/or leading sessions, and evaluating progress of client. *Pass/Fail.* 1 hr.

MUTH 165 Guitar Class I
Guitar Class I: Two weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for use in a clinical setting. Prerequisite: music therapy major or permission of the instructor. 1 hr.

MUTH 166 Guitar Class II
Guitar Class II: Two weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for use in a clinical setting. Prerequisite: MUTH165 or permission of the instructor. 1 hr.

MUTH 167 Guitar Class III
Guitar Class III: Two weekly sessions of 50 minutes in which students apply the basic fundamentals of guitar playing. Special emphasis will be placed on repertoire building, stylistic right-hand techniques, and harmonizing by ear. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for use in a clinical setting. Prerequisite: MUTH 166 or permission of the instructor. 1 hr.

MUTH 171 Music Therapy Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* 1 hr.

MUTH 181 Music Therapy Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* 1 hr.

MUTH 212 Music Therapy Methods and Matierals for School/Home-based Settings
Music Therapy Methods and Materials for School/Home-based Settings: Emphasis will be placed on selecting developmentally appropriate music therapy interventions for children ages 0 – 18 who are at-risk or have a special needs diagnosis. Students will create, arrange, and conduct appropriate therapeutic applications for children in home-based, early intervention, or school settings. Prerequisites: MUSC 103 and MUTH 217. 2 hrs.

MUTH 217 Introduction to Music Therapy
Introduction to Music Therapy: An introductory course that surveys topics on clinical responsibilities of a music therapist, children and adults served in music therapy, and techniques/ interventions used with them. Open to all students. 3 hrs.

MUTH 231 Sophomore Music Therapy Practicum III
Sophomore Music Therapy Practicum III: Students continue to work with individual clients in the on-campus clinic while also working off-campus with children in special elementary classrooms. Required of all sophomore music therapy majors. 1 hr.

MUTH 232 Sophomore Music Therapy Practicum IV
Sophomore Music Therapy Practicum IV: Students continue to work with individual clients in the on-campus clinic while also working off-campus with children in special elementary classrooms, Required of all sophomore music therapy majors. 1 hr.

MUTH 271 MusicTherapy Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of

private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* 1 hr.

MUTH 281 Music Therapy Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* 1 hr.

MUTH 312 Music Therapy Methods and Materials for Neuropsychiatric Settings
Music Therapy Methods and Materials for Neuropsychiatric Settings: Emphasis will be placed on selecting developmentally appropriate music therapy interventions for children and adults who are in psychiatric, treatment settings, neurorehabilitation programs, and geriatric settings. Students will create, arrange, and conduct appropriate therapeutic applications targeting specific needs commonly assessed in these populations. Prerequisites: MUSC 103, MUSC 104 and MUTH 165 or equivalent. 2 hrs.

MUTH 322 Music therapy Methods and Materials for Medical Settings
Music Therapy Methods & Materials for Medical Settings: Emphasis will be placed on selecting developmentally appropriate music therapy interventions for children and adults who are in medical treatment centers, including hospice. Students will create, arrange, and conduct appropriate therapeutic applications targeting assessed needs of individual patients and family members. Musical experiences and materials relevant to holistic and wellness approaches will also be explored. Prerequisites: MUSC 103, MUSC 104, and MUTH 165 or equivalent. 2 hrs.

MUTH 331 Junior MusicTherapy Practicum V
Junior Music Therapy Practicum V: A continuation of on-campus clinic responsibilities while also working with older adults in an off-campus setting. Students are expected to assume more responsibility and independence in working with clients in both settings. 1 hr.

MUTH 332 Junior Music Therapy Practicum VI
Junior Music Therapy Practicum VI: A continuation of on-campus clinic responsibilities while also working with older adults in an off-campus setting. Students are expected to assume more responsibility and independence in working with clients in both settings. 1 hr.

MUTH 343 Percussion Laboratory
Percussion Laboratory: One weekly 75 minute session. Students will learn techniques of playing and teaching percussion instruments. 1 hr.

MUTH 357 Topics in Music Therapy
Topics in Music Therapy: This course will explore physiological and psychological effects of music, age-related literature, or music as an avocational interest. Specific topics are announced annually and are open to all majors. May be repeated for credit under different titles. *Repeatable for a total of 9 hrs.* 3 hrs.

MUTH 371 Music Therapy Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* 1 hr.

MUTH 381 Music Therapy Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* 1 hr.

MUTH 396 Functional Piano Class II
Functional Piano Class II: A continuation of Music 395, this course is espcially important to the music therapy student. Speical emphasis is placed on creativity and improvisation, including the ability to compose original melodies, accompaniments and short pieces extemporaneiously in a variety of moods and styles, vocally and instrumentally. A proficiency exam is given at the end of MUTH 396. *Repeatable for a total of 2 hrs.* 1 hr.

MUTH 401 Psychology of Music I
Psychology of Music I: Music preference and ability are studied, along with physiological, cognitive and affective responses to music. Prerequisites: PSYC 201. Minimum sophomore standing. Open to all students. 3 hrs.

MUTH 402 Psychology of Music II
Psychology of Music II: Study of observation systems and measurements as well as historical, philosophical, descriptive and experimental research related to music therapy. This course fulfills the writing-intensive requirement for the Bachelor of Music Degree in Music Therapy. Prerequisite: MUTH 401. 3 hrs.

MUTH 409 Music in Therapy I
Music in Therapy I: Discussions of professional and ethical issues related to the profession with special emphasis placed on the use of music therapy in medical and rehabilitative settings. Assessment, behavioral objectives, treatment plans, documentation and evaluation, as well as treatment modalities and interventions are examined. Open to music therapy juniors and seniors. 3 hrs.

MUTH 410 Music in Therapy II
Music in Therapy II: Continuation of Music in Therapy I with special emphasis on new trends and holistic approaches in the profession. Requirements include in depth presentations of major therapeutic approaches and comprehensive review of terminology used in all major areas of music therapy. Must be taken concurrently with MUTH 432. Prerequisite: MUTH 409. 3 hrs.

MUTH 420 Research Seminar in Music Therapy
Research Seminar in Music Therapy: The purpose of this course is two-fold. Regular meetings and discussions are designed to keep students on track for completion of their thesis. In addition to discussion of ongoing research progress and problems, students will read and critique current literature in their area of specialization. Emphasis will be placed on research methods and design. Prerequisite: MUTH 402 for Undergraduates. Spring Term, may be repeated for credit. Spring Term. *Repeatable for a total of 2 hrs.* 1 hr.

MUTH 431 Senior Music Therapy Practicum VII
Senior Music Therapy Practicum VII: Seniors lead and co-lead music therapy sessions in a variety of medical and rehabilitative settings, including a general hospital, pain rehabilitation center, and with individuals in medical support groups. Must be taken concurrently with MUTH 409. 2 hrs.

MUTH 432 Senior Music Therapy Practicum VIII
Senior Music Therapy Practicum VIII: Seniors lead and co-lead music therapy sessions in a variety of medical and rehabilitative settings, including a general hospital, pain rehabilitation center, and with individuals in medical support groups. Must be taken concurrently with MUTH 410. 2 hrs.

MUTH 471 Music Therapy Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* 1 hr.

MUTH 481 Music Therapy Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* 1 hr.

MUTH 499B Music Therapy Professional Internship
Music Therapy Professional Internship: A six-month continuous full-time affiliation with an approved clinical facility, which follows all course work. The intern will perform assigned music therapy duties under the supervision of an experienced registered music therapist. Open to music therapy majors who have completed all course work. *Pass/Fail.* 2 hrs.

GRADUATE COURSES

MUTH 510 Improvisational Techniques in Music Therapy
Improvisational Techniques in Music Therapy: This course introduces improvisational models and group dynamics in music therapy practice. Students will develop technical skills used in improvisation, experience interactive process-oriented music psychotherapy, and exchange ideas in a class discussion format after reviewing related music therapy literature. Spring Term. 2 hrs.

MUTH 520 Research Seminar in Music Therapy
Research Seminar in Music Therapy: The purpose of this course is two-fold. Regular meetings and discussions are designed to keep students on track for completion of their thesis. In addition to discussion of ongoing research progress and problems, students will read and critique current literature in their area of specialization. Emphasis will be placed on research methods and design. Prerequisite: MUTH 402 for Undergraduates. Spring Term, may be repeated for credit. Spring Term. *Repeatable for a total of 2 hrs.* 1 hr.

MUTH 540 Advanced Topics in Music Therapy
Advanced Topics in Music Therapy: This course will explore a variety of topics specific to advanced practice. Examples of topics include master's level entry and licensure in the profession, use and care of the voice in clinical practice, and music and emotion. Students will be expected to view the topic through the lens of their area of specialization. Not a regularly scheduled course; May be repeated for credit. Fall Term, Even Years on a rotating schedule. *Repeatable for a total of 6 hrs.* 2-3 hrs.

MUTH 600 Advanced Music Therapy Practicum
Advanced Music Therapy Practicum: This is a supervised fieldwork course. Students will be placed in a complex clinical setting related to their chosen area of specialization. Expectations are for the student to follow the AMTA Standards of Practice while demonstrating professional competencies and working on advanced competencies. The student and supervisor will collaborate on a development plan that will be addressed during private supervision time. Fall Term. 2 hrs.

MUTH 610 Music Therapy Client Assessment
Music Therapy Client Assessment: This course is designed for students to thoroughly explore this clinical competency in their area of specialization. Students will review standardized tools as well as develop their own musical assessments. Clinical application and critique will be required. Fall Term, Even Years on a rotating schedule. *Repeatable for a total of 4 hrs.* 2 hrs.

MUTH 620 Philosophy of Music Therapy
Philosophy of Music Therapy: This course acquaints students with traditional and contemporary problems in the philosophy of music therapy. Emphasis will be on identifying, synthesizing, comparing, and evaluating various philosophical positions and how those influence clinical practice. Students will learn to express personal ideas and the ideas of others in writing and verbal discourse. Spring Term, Odd Years. 3 hrs.

MUTH 625 College Teaching & Measurement
Comprehensive Examination: Students must take the written exam during the semester of anticipated graduation. Students enrolled in this course will sit for written exams by three professors with content based primarily, but not exclusively, on the content of the student's graduate course of study. Contingent upon successful completion of the written exams, the student and their academic advisor will schedule an oral exam at least two weeks prior to the deadline for graduation where the student will defend his or her thesis and answer questions directly related to the individual research project. May be repeated once if earned grade is C or better. Prerequisite: Academic advisor approval. Co-requisite MUTH 655. Spring Term. *Repeatable for a total of 6 hrs.* 3 hrs.

MUTH 630 Clinical Supervision and Management
Clinical Supervision and Management: This course provides an in-depth look at learning theory, student development, and adult learning models as applied to undergraduate student, clinical consumers, and employees. All students in this course will be assigned as supervisors for a client and an undergraduate student in the on-campus clinic at Queens. Spring Term, Even Years.
3 hrs.

MUTH 640 Qualitative Research Methods
Qualitative Research Methods: This course introduces qualitative research approaches and their application to a variety of settings. Students will learn various methods for data collection and analyses including ethnography, grounded theory, case studies, and phenomenology. Basic concepts of quantitative research will also be reviewed, helping the students understand and contrast both paradigms. The course will involve designing and implementing a small-scale qualitative research project. Prerequisites: Undergraduates wishing to take this course must complete MUTH 402, PSYC 306, or SOCI 307 as a prerequisite and must obtain instructor permission. Fall Term, Odd Years. 3 hrs.

MUTH 650 Comprehensive Examination
Comprehensive Examination: Students must take the written exam during the semester of anticipated graduation. Students enrolled in this course will sit for written exams by three professors with content based primarily, but not exclusively, on the content of the student's graduate course of study. Contingent upon successful completion of the written exams, the student and their academic advisor will schedule an oral exam at least two weeks prior to the deadline for graduation where the student will defend his or her thesis and answer questions directly related to the individual research project. May be repeated once if earned grade is C or better. Prerequisite: Academic advisor approval. Co-requisite MUTH 655. Spring Term. 0 hrs.

MUTH 655 Specialization Thesis
Specialization Thesis: This course is a capstone course for the program. Students enrolled in this course will receive individual supervision time directed toward completion of the thesis requirement. Submission for publication and formal conference presentation of the research material is required. Co-requisite MUTH 650. Spring Term. 3 hrs.

NATURAL SCIENCES

NSCI 101 Issues in Science
Issues in Science: This course will present issues of current interest in the sciences that are not offered on a regular basis in the curriculum. Topics are announced annually. May not count toward any science or mathematics major. May be repeated for credit under different subtitles. 3 hrs.

NURSING – RN - BSN

NURN 301 Health Assessment Across the Lifespan
Health Assessment Across the Lifespan: This course focuses on the holistic assessment of healthy individuals. Selected experiences enable students to integrate knowledge and skills including observation, interview and physical examination. RN - BSN students only Prerequisite: Registered Nurse enrolled in RN-BSN track. 4-4 hrs.

NURN 310 Nursing: A Practice Discipline
Nursing: A Practice Discipline: This non-clinical course focuses on the discipline of professional nursing. Concepts relevant to nursing are explored. Prerequisite: Registered Nurse enrolled in RN-BSN track. 3 hrs.

NURN 402 Public Health & Comm Health Nursing
Public Health and Community Health Nursing: This course examines nursing as part of the larger health care delivery system. Emphasis is on identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. Outcomes focused clinical projects are arranged with faculty. Registered nurse enrolled in RN-BSN track. 4 hrs.

NURN 442 RN-BSN Synthesis
RN-BSN Synthesis: This clinical course focuses on analysis and synthesis of concepts from nursing and the physical, social and behavioral sciences. Students refine, broaden and expand their nursing practice. Prerequisite: Registered Nurse enrolled in RN-BSN track. 4 hrs.

NURN 454 Nursing Perspectives
Nursing Perspectives: This course focuses on professional nursing issues that have an impact on current and future practice. Prerequisite: Registered Nurse enrolled in RN-BSN track. 3 hrs.

NURN 470 Gerontological Nursing
Gerontological Nursing: Emphasis on the nursing care of adults in contemporary health settings. Content includes current theories of gerontology and focuses on best practices in the care of older adults, with intense consideration of evidence basis for care. Prerequisite: Registered Nurse enrolled in RN-BSN track. 3 hrs.

NURN 474 Research and Evidence
Research and Evidence: Students are introduced to the research process. Focus is on the use of critical thinking skills, evidence-based care, research outcomes used toward quality improvement and to promote safe, effective, therapeutic interventions. Additionally, the course will cover quantitative and qualitative research, research design, understanding statistics, and ethical issues related to evidence-based care and nursing research. Prerequisite: Registered Nurse enrolled in RN-BSN track. 3 hrs.

NURN 475 Leadership Development
Leadership Development: Values of the leader and tools of management are emphasized as they pertain to the nursing profession and the health-care delivery system. Management theory and related concepts are presented for integration into professional nursing practice. Prerequisite: Registered Nurse enrolled in RN-BSN track. 3 hrs.

NURSING

NURS 105 Medical Terminology
Medical Terminology: This course introduces the basic techniques of medical word building that can be easily understood and applied by the average student. Students are immersed in medical terminology as if learning a foreign language. Anatomical, physiological, and pathological terms, including pronunciation and meanings are introduced. Students are introduced to common medical abbreviations and common terms used to communicate within healthcare settings. Application of terms and abbreviations within the clinical setting is also included. Prerequisite: None. 3 hrs.

NURS 205 Nutrition
Nutrition: This course includes the basic principles of human nutrition as it applies to all life cycle stages with emphasis on nutrients and their utilization in the human body. Food patterns, availability, acceptability and safety are stressed as they relate to individuals and population groups. Open to all students. 3 hrs.

NURS 301 Health Assessment Across Lifespan
Health Assessment Across Lifespan: Focuses on the concept of health and its holistic assessment among health individuals. Introduces the concept of evidfence-based care, when needed. Selected experiences enable students to integrate knowledge and assessment skills. Lab fee. Prerequisites: BIOL 120, BIOL 313, BIOL 314. Co-requisites: NURS 305, NURS 370, NURS 391. 4 hrs.

NURS 305 Pathophysiology
Pathophysiology: Differentiates alterations in biophysical and energy processes and individualized human responses. Prerequisites: BIOL 213, BIOL 214. Co-requisites: NURS 301, NURS 370, NURS 391. 3 hrs.

NURS 307 Concepts of Mental Health Nursing
Concepts of Mental Health Nursing: Focuses on the concept of mental well-being and its role in holistic health. Explores the interdisciplinary approach to mental health care. Synthesizes assessment and communication skills in recognizing evidence-based mental health care. Prerequisites: NURS 301, NURS 305, NURS 370, NURS 391. Co-requisites: NURS 309, NURS 375, NURS 396. 3 hrs.

NURS 309 Pharmacological Interventions
Pharmacological Interventions: Practice implications of safe, competent pharmacotherapeutics in diverse patient populations across the lifespan. Prerequisite: NURS 301, NURS 305, NURS 370, NURS 391. Co-requisites: NURS 307, NURS 375, NURS 396. 3 hrs.

NURS 350 Directed Study in Nursing
Directed Study in Nursing: This directed study is designed to encourage students to study a nursing topic of interest to the student and the profession. Contract objectives will be developed in consultation with a nursing faculty who will serve as mentor for the project. 1-2 hrs.

NURS 360 Topics in Nursing
Topics in Nursing: This course is designed to investigate a current topic or specialized area of nursing. The topics will vary from term to term and will provide the student with an opportunity to study a topic that is not offered on a regular basis in the curriculum. Open to all students. 3 hrs.

NURS 370 Concepts of Professional Nursing
Concepts of Professional Nursing: Explore the historic and current nursing profession in the health care system with emphasis on values-based practice and evidence-based care. Prerequisite: entry into the BSN program. Co-requisites: NURS 301, NURS 305, NURS 391. 3 hrs.

NURS 375 Health Informatics
Health Informatics: Familiarizes students with the concepts and theories that form the foundation of healthcare and clinical information systems. Using concepts, theories, and technology, nursing students will apply health informatics to their nursing practice in a collaborative work environment. Prerequisite: computer literacy with a working knowledge of Microsoft Word (self-assessed). Co-requisites: NURS 307, NURS 309, NURS 396. 3 hrs.

NURS 391 The Art & Science of Nursing I
The Art & Science of Nursing I: Establishes the basis for professional nursing practice by introducing the foundational theoretical concepts and fundamental skills integral to professional nursing practice. Clinical practice in the simulation lab and a variety of health care settings. Prerequisite: entry into the BSN program. Co-requisites: NURS 301, NURS 305, NURS 370. Nursing lab fee. Professional liability fee. Class 4 hours per week. Clinical 90 hours per semester. 6 hrs.

NURS 396 The Art & Science of Nursing II
The Art and Science of Nursing II: A description of theoretical concepts, technical skills, and practice implications integral ot the nursing care of children and families. Clinical practice in the simulation lab and a variety of acute care and community settings. Prerequisites: NURS 391, SOCI 203, and PSYC 320. Nursing clinical lab fee. Professional liability fee. Class 4 hours per week. Clinical 90 hours per semester. 6 hrs.

NURS 402 Community Health Nursing
Community Health Nursing: This course examines nursing as part of the larger health care delivery system. Emphasis is on identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. Clinical experiences are arranged with faculty. Professional liability fee and clinical course fee apply. Prerequisite: Registered nurse fully admitted to RN-BSN track. 6 hrs.

NURS 442 Complex Nursing Situations
Complex Nursing Situations: This clinical course focuses on analysis and synthesis of concepts form nursing and the physical, social and behavioral sciences. Students refine, broaden and expand their eprspectives of nursing practice. Clinical experiences are arranged with faculty. Prerequisite: Registered Nurse enrolled in RN-BSN track. 6 hrs.

NURS 454 Nursing Perspectives
Nursing Perspectives: This course focuses on professional nursing issues that have an impact on current and future practice. Prerequisite: Registered Nurse enrolled in RN-BSN track. 3 hrs.

NURS 460 Independent Study
Independent Study: Independent investigation of a selected topic in nursing is accomplished through faculty mentorship. Directed readings culminate in a scholarly paper. *Repeatable for a total of 6 hrs.* 1-3 hrs.

NURS 470 Gerontological Nursing
Gerontological Nursing: Emphasis on the nursing care of adults in contemporary health settings. Content includes current theories of gerontology and focuses on best practices in the care of older adults, with intense consideration of evidence basis for care. Prerequisites: NURS 307, NURS 309, NURS 375, NURS 396. Co-requisites: NURS 474, NURS 491. 3 hrs.

NURS 474 Research & Evidence
Research and Evidence: Students are introduced to the research process. Focus is on the use of critical thinking skills, evidence-based care, research outcomes used toward quality improvement and to promote safe, effective, therapeutic interventions. Additionally, the course will cover quantitative and qualitative research, research design, understanding statistics, and ethical issues related to evidence-based care and nursing research. Prerequisites: NURS 307, NURS 309,NURS 375, NURS 396. Co-requisites: NURS 470, NURS 491. 3 hrs.

NURS 475 Leadership Development
Leadership Development: Values of the leader and tools of management are emphasized as they pertain to the nursing profession and the health-care delivery system. Management theory and related concepts are presented for integration into professional nursing practice. Prerequisites: NURS 470, NURS 474,NURS 491. Co-requisites: NURS 495, NURS 496, NURS 497. 3 hrs.

NURS 491 The Art & Science of Nursing III
The Art & Science of Nursing III: Application of theoretical concepts, technical skills, and practice implications integral to the nursing care of adults experiencing alterations in health. Clinical practice in the simulation lab and in acute care settings. Prerequisites: NURS 305, NURS 307, NURS 309, NURS 375,NURS 396. Nursing clinical course fees. Professional liability fee. Class 4 hours per week. Clinical 90 hours per semester. Co-requisites: NURS 470, NURS 474 6 hrs.

NURS 495 The Art & Science of Nursing IV
The Art & Science of Nursing IV: Integration and application of theoretical concepts, technical skills, and practice implications integral to the nursing care of adults. Utilization of increasing knowledge base with concentration on complex health issues and related illness management in a clinical immersion. Prerequisites: NURS 470, NURS 474,NURS 491. Co-requisites: NURS 475, NURS 496, NURS 497. Nursing clinical course fee. Professional liability fee. Class 4 hours per week. Clinical 126 hours per semester. 7 hrs.

NURS 496 The Art & Science of Nursing V
The Art & Science of Nursing V: Examination of theoretical concepts and foundations for public health nursing, nursing in communities, and populations. Integration of the practice of professional nursing in public health. Clinical practice is possible in the simulation lab and in a broad array of community settings. Prerequisites: NURS 470, NURS 474,NURS 491 . Co-requisites: NURS 475, NURS 495, NURS 497.Nursing clinical course fee. Class 3 hours per week. Clinical 45 hours per semester. 4 hrs.

NURS 497 The Art & Science of Nursing VI
The Art & Science of Nursing VI: Synthesis and application of values-based practice and evidence-based care in preparation for transition to professional nursing practice. Prerequisites: NURS 470, NURS 474,NURS 491. Co-requisites: NURS 475, NURS 495, NURS 496. 1 hr.

GRADUATE COURSES

NURS 546 Financial Management Healthcare Organizations
Financial Management in Healthcare Organizations: This course examines the principles of fiscal management in terms of financial and managerial accounting to provide an understanding of generating accounting reports, as well using these reports in decision making for managers in not-for-profit settings. Financial accounting concepts include financial statements, valuing assets/equity, costs of providing services and revenue sources. Managerial accounting concepts include operating and capital budgets, behavior of costs and use of accounting data to plan/implement/control activities of not-for-profit organizations. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 3 hrs.

NURS 612 Theoretical Foundation
Theoretical Foundation: This course focuses on the development and analysis of knowledge within nursing theory as a foundation for nursing practice and nursing research will be examined. 3 hrs.

NURS 616 Health Care Administration
Healthcare Administration: This course examines fundamentals of healthcare administration including concepts of accounting, economics, finance, management, and marketing. Emphasis centers on integration of these topics into an expansive model to provide an underlying foundation for managers in healthcare settings. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 3 hrs.

NURS 620 Curriculum Building & Evaluation
Curriculum Building and Evaluation: This course examines the process of curriculum development in academic and practice settings including methods of program evaluation. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 3 hrs.

NURS 624 Health Policy
Health Policy: This course will focus on developing a comprehensive knowledge of how health policy is formulated,

and how it impacts clinical practice and healthcare delivery. The use of negotiation to influence the policy process will be discussed. 3 hrs.

NURS 628 Informatics in Healthcare
Informatics in Healthcare: This course focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in healthcare organizations. A main focus is the use of computer applications to support clinical and administrative decision making. 3 hrs.

NURS 630 Data Interpretations
Data Interpretations: This course focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in healthcare organizations. A main focus is the use of computer applications to support clinical and administrative decision making. 3 hrs.

NURS 632 Research Methods
Research Methods: This course focuses on critical analyses of research reports, research methods, and the relationship between theory, research, and evidence-based practice. 3 hrs.

NURS 633 Teaching & Learning in Nursing Education
Teaching and Learning in Nursing Education: This course examines the theoretical and research foundations of teaching strategies and pedagogies. Emphasizes the scholarship of teaching and learning in varied learning environments. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 3 hrs.

NURS 634 Health Care Practicum
Health Care Practicum: This is a precepted practicum course in which students apply previously learned leadership and management principles to a specific health care setting and examine how standards of professional practice and performance for nurse administrators are implemented. The course requires 150 hours of clinical (may be divided over 2 semesters) and 15 hours of seminar (must be taken in the first semester).. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. *Repeatable for a total of 4 hrs.* 2-3 hrs.

NURS 635 Teaching Methods & Outcome Assessment
Teaching Methods and Outcome Assessment: This course examines the theoretical and research underpinnings of assorted teaching strategies and methods for evaluating the effectiveness of teaching on student learning. Prerequisite: NURS 632 Research Methods. 3 hrs.

NURS 636 Assessment & Evaluation in Nursing Education
Assessment and Evaluation in Nursing Education: This course examines assessment and evaluation of learner outcomes in varied learning environments. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 3 hrs.

NURS 638 Leadership in Nursing Education
Leadership in Nursing Education: This course examines integral components of leadership in nursing education in varied learning environments. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 3 hrs.

NURS 644 Nurse Educator Practicum
Nurse Educator Practicum: This is a precepted practicum course in which students apply previously learned education principles by participating in all phases of the teaching role including classroom and clinical instruction in either an academic or clinical setting. The course requires 150 hours of clinical (may be divided over 2 semesters) and 15 hours of seminar (must be taken in the first semester. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. *Repeatable for a total of 4 hrs.* 2-4 hrs.

NURS 651 Professionalism & Ethics in Clinical Leadership
Professionalism and Ethics in Clinical Leadership: This course offers the student an opportunity to grow professionally as a leader and to strengthen ethical leadership in clinical settings. Content includes theories of leadership, values clarification, ethical decision-making frameworks and processes, and professional development plans. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 3 hrs.

NURS 652 Management of Clinical Outcomes
Management of Clinical Outcomes: This course focuses on the theory and application of advanced nursing therapeutics and evaluation of their effectiveness in improving client health outcomes. Content includes pharmacotherapeutics, teaching and learning theory, risk anticipation analysis, evidence supporting both traditional and complementary therapies. (3 didactic, 1 clinical; 75 hours clinical practice) Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 4 hrs.

NURS 653 Management of the Care Environment
Management of the Care Environment: This course focuses on the management of processes and resources within the clinical care environment with the goal of achieving optimal clinical and business outcomes. The clinical component is designed to provide students with an opportunity to participate in clinical microsystems management as part of a management team. (3 didactic, 1 clinical; 75 hours clinical practice) Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 4 hrs.

NURS 654 Clinical Nurse Leader Residency
Clinical Nurse Leader Residency: This course is an immersion experience during which students practice implementing the Clinical Nurse Leader role. Working with preceptors, students will demonstrate leadership in managing the clinical outcomes of patients, and in managing the quality outcomes of the care environment. (300 hours clinical practice). Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. 6 hrs.

NURS 655 Integrative Clinical Concepts
Integrative Clinical Concepts: Students will integrate advanced concepts of pathophysiology, pharmacology, and health assessment within context of individual, family, and populations through use of clinical exemplars. 3 hrs.

NURS 656 Integrative Clinical Concepts Practicum
Integrative Clinical Concepts Practicum: This clinical practicum focuses on application of advanced concepts related to pathophysiology, pharmacology and health assessment within context of individual, family, and populations. (75 hours of clinical) 1 hr.

NURS 670 Nursing Capstone Project
Nursing Capstone Project: In this individualized learning experience, students conduct a scholarly evidence-based nursing project. Must be within 6 or fewer credit hours of graduation to enroll. Students must complete a total of 2 credits to meet degree requirements. Capstone Projects must be completed in 4 semesters, with enrollment in NURS 670 or NURS 671. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. *Pass/Fail.* 1-2 hrs.

NURS 671 Nursing Capstone Continuation
Nursing Capstone Continuation: Students who have enrolled in but not completed the Nursing Capstone Project after 2 credits must enroll in Capstone Continuation each subsequent semester until completion of the project, up to a total of 2 semesters. Students will develop an individualized progression plan for each semester of enrollment. Prerequisites: NURS 612, NURS 624, NURS 628, NURS 630, NURS 632, NURS 655, NURS 656. *Pass/Fail.* 1 hr.

NURS 680 Independent Study
Independent Study: This course is designed to meet individual learning needs that build on current courses in the curriculum. May be repeated for credit. 1-3 hrs.

ORGANIZATION DEVELOPMENT

GRADUATE COURSES

ODEV 600 Leadership Development
Leadership Development: The primary objective of the course is to provide a developmental opportunity for students to be more effective and intentional as leaders. Based on the finding that increased self-awareness is key to leadership effectiveness, students will be exposed to a variety of assessments and experiences including personality assessment, 360-degree feedback, and coaching in order to increase their capacity to lead effectively. *Pass/Fail.* A grade of Pass = B or better. 3 hrs.

ODEV 601 Applied Research Methods
Applied Research Methods: This course serves as an introduction to graduate study in OD and provides students with a foundation for scholarly research. This course introduces students to applied research methods, statistics, quantitative and qualitative analyses. Special focus is given to research methods utilized in the social sciences which provide a fuller description and understanding of human behavior and dynamics of change in organizational life. 3 hrs.

ODEV 602 Investment in Human Capital
Investment in Human Capital: This course provides a basic introduction to the use of financial and statistical tools in measuring the effectiveness of organization development, human resource development, talent, and human capital solutions in organizations. Participants will receive an overview of key principals of these desciplines and discuss practical means to deploy these concepts. The course will provide theoretical underpinnings and opportunities for practial experience in predicting and measuring effectiveness of human capital and change management efforts. Special attention is paid to the individual, group, and organizational dynamics of decision making in finance and accounting. 3 hrs.

ODEV 604 Business Acumen
Business Acumen: In this survey course, foundational concepts of accounting, finance, marketing, operations, organizational dynamics, and strategy are introduced. A variety of organizational contexts are considered. Students will learn to develop a business case for change at various levels, including program return on investment and impacts. This course is designed to introduce key concepts and applications associated with "the language of business". 3 hrs.

ODEV 605 Law and Ethics
Law and Ethics: This course examines the relationship between business and the complex network of state and federal laws and regulatory agencies. It is designed as a study of the legal and ethical environment of business. Topics will include the development of the law and the legal system, regulatory law and regulatory agencies, commercial law basics and the fundamentals of applied business ethics. Specialty topics will include employment and labor law, environmental law, litigation/risk management, insurance and others. No prerequisites. This course is also cross listed as BUSN 605 Law and Ethics. 3 hrs.

ODEV 610 Managment of Organizations
Management of Organizations: This is an advanced seminar in management, which explores the emerging management paradigm and contrasts it with traditional approaches. The course addresses the development, design, operation and control of activities necessary to generate goods and services in profit and non-profit organizations. Topics include motivation, team development, leadership and ethics, operational excellence, organizational design and structure, change, and strategy. No Prerequisites. This course is also cross lised as BUSN 610 Management of Organizations. 3 hrs.

ODEV 625 Introduction to Organization Development
Introduction to Organization Development: This course provides an overview of organizational development, including its history, ethics, literature, and the principal behavioral theories on which it is based. Analysis of the consultation process includes the skills and techniques involved in entry, contracting, organizational scanning, and preliminary diagnosis, as well as such individual and intra-group interventions coaching, process consultation, teaming, and behavior modeling. 3 hrs.

ODEV 626 Organizational System Change
Organizational System Change: Building on ODEV 625, this advanced graduate seminar explores cutting practices and findings in the field of organization development. Students participate in an applied OD effort that includes data collection and analysis, and client feedback. Special attention will be paid to the impact of emerging trends such as innovation and complexity theory on best practices in change management. 3 hrs.

ODEV 632 Conflict and Negotiation
Conflict and Negotiation: The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, the goal of the course is to assist you in identifying and analyzing your conflict management style and in developing an action plan for improving your negotiation skills and for managing conflict. 3 hrs.

ODEV 635 Interpersonal and Group Dynamics
Interpersonal and Group Dynamics: This course focuses on the study of the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored and applied. Students are expected to explore their use of self in the context of groups as well as groups at a behavioral level. No prerequisites. This course is also cross listed as BUSN 677 Interpersonal and Group Dynamics. 3 hrs.

ODEV 640 Intro Coaching Theories & Applications
Introduction to Coaching Theories and Applications: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. 3 hrs.

ODEV 645 Adv Coaching Theories & Practice
Advanced Coaching Theories and Practice: A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. Prerequisite ODEV 640. 3 hrs.

ODEV 650 Coaching Practicum
Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Prerequisite: ODEV 640 and ODEV 645. 3 hrs.

ODEV 653 Entrepreneurship
Entrepreneurship: This course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure.The course explores the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. This course is also cross listed as BUSN 653 Entrepreneurship. 3 hrs.

ODEV 654 Personality Assessments for Work
Personality Assessments for Work: This course is a laboratory in the choice, administration, and interpretation of tests as an aid in selecting and optimizing individuals for the work force. A wide variety of personality tests will be administered to all class participants, including assessments of behavioral traits, mental abilities, physical characteristics, values, competencies, and key result areas. Issues to be considered include test design and construction, validity and reliability, criteria for choosing a test, face-to-face versus online administration, cross-cultural and translation factors, ethics, legality, and basic personality theory. All will be integrated with the Human Resource Optimization (HRO) model of personnel management. No Prerequisites. 3 hrs.

ODEV 655 Hyper-Connected Innovation
Hyper-Connected Innovation: This course examines the need for shifting leadership approaches to develop new methods of generating value that drive growth by creating an environment of idea generation, entrepreneurship and innovation. Students will explore such topics as creative experimentation, idea emergence, information distribution, social capital, open source innovation, behavior networks, design research, viral marketing and strategic architectures. Prerequisites: None. 3 hrs.

ODEV 656 Management Consulting
Management Consulting: This course introduces the concepts, methods, skills, and attitudes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skill in dialogue and consulting, with a particular emphasis on attitude development through the application of the Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management. This course is also cross listed as BUSN 676 Management Consulting. 3 hrs.

ODEV 657 Transformational Change
Transformational Change: Transformation Change provides an experience of an intensive leadership development process focused on the individual becoming a more fully integrated person. Using a highly experiential approach, the course utilizes personality and leadership assessments, reflective papers and journaling to create a platform for transformational change. Special emphasis is placed on building personal resiliency with a focus on moving towards self-actualization and growth by identifying and managing an individual's unique leadership "shadow." This experience is an intensive process to promote transformational growth and breakthrough leadership development. Prerequisites: none 3 hrs.

ODEV 663 Creative Connections
Creative Connections: This hands-on course will draw on community resources to explore the nature and universality of creativity, methods for cultivating individual creativity, and organizational frameworks for creative problem-solving. Everyone is creative, but not everyone has explored his/her creativity or made connections between individual creative interests and a business career. In an environment of rapid change, leaders must be able to find connections between seemingly disparate fields and functions and to critically assess options. Prerequisites: None 3 hrs.

ODEV 665 International Experience
International Experience: During this course, students participate in a "hands-on" OD effort in collaboration with an international OD program in a country or countries in Europe, Asia, Africa, Latin America, or North America. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. 3 hrs.

ODEV 670 Topics in Organization Development
Topics in Organization Development: Special topics courses will be offered on a regular basis. The course offerings will vary by term, possible topics include Management Consulting, Organizational Resiliency, Business Continuity and Organizational Reponses to Disruptive Change. *Repeatable for a total of 18 hrs.* 3 hrs.

ODEV 672 Research Methods
Research Methods: This course introduces students to research methods, statistics, quantitative and qualitative analyses. Special focus is given to research methods utilized in the social sciences, the philosophy or research, issues in applied and action research, problem formulation, research design, sampling theory, data collection methods, data analysis, the interpretation of quantitative and qualitative data, the organization and presentation of research findings, and report writing. Emphasis is given to evaluating, interpreting, and analyzing published research. Prerequisite: ODEV 626. 3 hrs.

ODEV 675 Capstone Practicum in Organization Development
Capstone Practicum in Organization Development: The capstone course is the culmination of the program. The research and writing intensive course requires, through applied research, the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. The preparation of an integrative project based on a applied field experience is required. Prerequisites: All other core courses. May not be taken with another core course. 6 hrs.

ODEV 680 Independent Study in Organization Development
Independent Study in Organization Development: This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must meet faculty supervising the study prior to registration for the course to complete the proposal for an Independent Study. The form is available in the assistant dean's office. *Repeatable for a total of 6 hrs.* 1-3 hrs.

PHYSICAL EDUCATION

PHED 121 Beginning Tennis
Beginning Tennis: Fundamental skills of tennis (forehand, backhand, serve); emphasis on development of strokes; course for the beginner. Not open to varsity tennis players. *Pass/No Record.* 1 hr.

PHED 123 Advanced Beginning Tennis
Advanced Beginning Tennis: Emphasis on strengthening fundamental skills. Designed for the student who has had some experience with tennis or a course in beginning tennis; singles and doubles competition in the class. Not open to varsity tennis players. *Pass/No Record.* 1 hr.

PHED 125 Intermediate Tennis
Intermediate Tennis: Emphasis on improving fundamental skill, advanced strokes and techniques; singles and doubles competition within the class. May be repeated for credit. Not open to varsity tennis players. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHED 131 Beginning Modern Dance
Beginning Modern Dance: An introduction to the basic principles of rhythm, design and dynamics in modern dance; concentration on movement techniques, improvisation and dance composition. *Pass/No Record.* 1 hr.

PHED 132 Intermediate Modern Dance
Intermediate Modern Dance: Continuation of Physical Education 131, emphasizing comprehensive study of movement techniques as applied to dance composition and improvisation. *Pass/No Record.* 1 hr.

PHED 134 Dance Choreography & Production
Dance Choreography and Production: Experience in the choreography of dance as well as designing a dance performance. Students must have prior dance experience or permission of the instructor. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHED 135 Folk & Square Dance
Folk and Square Dance: Recreational activity class in folk dance and both traditional and modern square dance. Experience in instruction for students who plan to work in elementary education, recreation and related fields. *Pass/No Record.* 1 hr.

PHED 136 Ballet I
Ballet I: Introduction to classical ballet. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHED 137 Fitness for Life
Fitness for Life: Physiological principles and components of physical fitness presented. Additional topics addressed are diet, nutrition, health habits and stress management. Students choose an individualized program that includes walking, jogging, light weight training or a combination of activities. Fitness workouts comprise three fourths of the class work, theory one fourth. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHED 138 Heart Health CPR & First Aid
Heart Health, CPR and First Aid: A course designed to combine the study of Heart Health with American Red Cross CPR and First Aid. Three certifications in CPR: Adult, Infant and Child; one certification in First Aid. Fee Applies. *Pass/No Record.* 1 hr.

PHED 139 Pilates
Pilates: Pilates is a body conditioning method that concentrates on strengthening the body's "core" (torso). Pilates seeks to build flexibility, endurance, strength and condition without adding muscle size. *Pass/No Record.* 1 hr.

PHED 141 Weight Training
Weight Training: Principles of weight training and conditioning and their application to everyday living. Includes basis weight training skills and activities for improving fitness. Bodybuilding and power lifting will be introduced. May not be repeated for credit. *Pass/No Record.* 1 hr.

PHED 142 Aerobic Exercise
Aerobic Exercise: Principles of physical conditioning and fitness applied to low-impact aerobic exercise. The science of exercise will be explored prior to the daily workouts. Topics studied will include strength, flexibility, cardiorespiratory endurance, and muscular endurance. Students will learn a self monitoring index which can be applied to the individual's training. *Pass/No Record.* 1 hr.

PHED 151 Beginning and Advancd Beginning Swimming
Beginning and Advanced Beginning Swmming: For the non-swimmer and beginner; basic safety skills, front crawl and elementary backstroke; opportunity to earn Red Cross certificates. *Pass/No Record.* 1 hr.

PHED 153 Intermediate Swimming
Intermediate Swimming: Elementary back, front crawl, breast, side and back crawl strokes, safety skills; opportunity to earn Red Cross certificates. *Pass/No Record.* 1 hr.

PHED 156 Competitive Swimming
Competitive Swimming: This course provides an opportunity for students with experience in competitive swimming to further develop their swimming skills as well as their physical fitness. *Pass/No Record.* 1 hr.

PHED 158 Water Safety Instructor
Water Safety Instructor: Increased knowledge, judgment and teaching skill for training others to swim; Red Cross certificate. Only 1 Hr. counts toward the P.E. and graduation requirement. Fee applies. This course counts as only one Physical Education requirement. *Pass/No Record.* 2 hrs.

PHED 159 Lifeguard Training
Lifeguard Training: In-depth study and practice of the skills and knowledge required for an individual to properly assume the responsibilities of a lifeguard at a swimming pool or a protected open-water beach. Emphasis is placed on the concern for the safety of others. Red Cross certification. Also includes Red Cross Basic First Aid and CPR-PR certification. Prerequisites: Swim 500 yards continuously using crawl, breaststroke, elementary backstroke and sidestroke; surface dive to a minimum depth of 5 feet and swim underwater for a minimum of 15 yards; tread water for one minute. Fee applies. *Pass/No Record.* 1 hr.

PHED 161 Beginning Golf
Beginning Golf: Fundamentals of golf for those who have little or no golf skill. Course concentrates on grip, stance, club selection, etiquette and rules. Approximately one-fifth of class time is dedicated to play. Fees are paid directly to vendor. May be repeated for credit. Not open to members of varsity golf team. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHED 169 Topics in Physical Education
Topics in Physical Education: This course provides an opportunity for study of various topics in the field of physical education which are not offered on a regular basis. The topics for the course will vary from term to term. May be repeated with different subtitles. No more than one hour may count towards the physical education requirement. *Pass/No Record. Repeatable for a total of 6 hrs.* 1-3 hrs.

PHED 170 Healthful Living
Healthful Living: Healthful Living is a classroom-based course covering health and wellness topics specific to college students. Students will learn how to affectively live healthy, balanced lifestyles as it pertains to their bodies and minds. *Pass/No Record.* 1 hr.

PHED 171 Horseback Riding
Horseback Riding: Instruction offered at three levels: beginner, intermediate and advanced; qualified students may hunt by arrangement. Fee: Please contact Department of Physical Education. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHED 180 Water Aerobics
Water Aerobics: Comprehensive physical fitness program performed in the water. Nonimpact aerobics, muscular strength, flexibility, cardio-respiratory endurance, muscular endurance achieved by using water as the resistance. Swimming skills not necessary since the participant can maintain a position in the shallow end of the pool without submerging head. Ideal course for the physically impaired as well as the exercise enthusiast, since the work can be individualized. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHED 181 Indoor Soccer/Basketball
Indoor Soccer and Basketball: Principles, skills, tactics and strategy for both soccer and basketball. Includes lecture, skill practice, play and skills testing for both sports. One half semester devoted to each. May be repeated for credit. Not open to varsity soccer or basketball players. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHED 182 Volleyball
Volleyball: Course teaches fundamental skills, rules, regulations and simple strategies. May be repeated for credit. Not open to members of the varsity volleyball team. *Pass/No Record. Repeatable for a total of 2 hrs.* 1 hr.

PHILOSOPHY

PHIL 203 Introduction to Philosophy
Introduction to Philosophy: Introductory study of the perennial questions of philosophy and the various methods by which philosophy has tried to answer them. 3 hrs.

PHIL 204 Introductory Logic
Introduction to Logic: A study of the major forms of reasoning: deductive, inductive, and explanatory - used in everyday life, science, and philosophy. Attention will be given to the use of logical techniques in problem-solving. 3 hrs.

PHIL 240 Philosophy Through Film
Philosophy Through Film: This course focuses on philosophical films and the issues that they raise. Included in the course are topics and films such as The Matrix and the philosophy of mind, Eternal Sunshine of the Spotless Mind and the ethics of memory, Momento and personal identity, and The Thin Red Line and phenomenology. 3 hrs.

PHIL 291 Seminar in Philosophy
Seminar in Philosophy: This introductory seminar will engage in an extended study of a philosophical topic and is intended to develop the student's imagination, critical thinking skills, and knowledge of a particular topic in philosophy. Topics may include those related to the thought and culture of a particular country or region. Topics will vary, and the course is repeatable once for a different topic. *Repeatable for a total of 6 hrs.* 3 hrs.

PHIL 304 Contemporary Western Philosophy
Contemporary Western Philosophy: An investigation of major European and American philosophers of the 19th and 20th centuries, beginning with the existentialist thought of Kierkegaard and Nietzsche. The course will explore reactions to enlightenment thought, with emphasis on analytic philosophy and existentialism. Prerequisite: at least one course in philosophy or religion. 3 hrs.

PHIL 305 Medical Ethics
Medical Ethics: An investigation of the major ethical dilemmas arising with the life sciences. The course intends to assist students to identify, analyze and decide ethical issues in such a way that they can defend their positions to themselves and to others. Some of the issues to be investigated are abortion, death and dying, patient rights and justice in the allocation of medical resources. 3 hrs.

PHIL 320 Philosophy of Religion
Philosophy of Religion: An investigation of the major philosophical issues involved in religious thought and experience. Topics may vary, but may include the nature of religious experience, the existence of God, faith and reason, the problem of evil, and the nature of religious language. Prerequisite: at least one course in philosophy or religion. 3 hrs.

PHIL 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environmental justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. 3 hrs.

PHIL 330 Ancient & Medieval Philosophy
Ancient and Medieval Western Philosophy: A historical and conceptual investigation of the major texts of the Pre-Socratics, Plato, Aristotle and selected medieval thinkers, such as Augustine, and Aquinas. Prerequisite: at least one course in philosophy or religion. 3 hrs.

PHIL 334 Modern Political Thought
Modern Political Thought: This course examines and evaluates the challenge to classical, social, and political philosophy posed by such writers as Hobbes in the Leviathan, Madison in selected Federalist papers, Tocqueville in Democracy in America, Mill in On Liberty, and Weber in selections from several works. We consider the differing views of these authors on how best to construct healthy and successful political societies; the proper relation between politics and religion, and between the individual and the community; the nature of our rights; and the proper extent of human liberty and equality. This class is both a study in intellectual history and a foundational course in political theory. Sophomore standing or permission of the instructor. 3 hrs.

PHIL 340 Contemporary Moral Issues
Contemporary Moral Issues: This course examines pressing moral issues from an array of perspectives. Traditional ethical theory (as presented by Aristotle, Mill, Kant, and Rawls) and religious ethical traditions (such as Christian, Hindu, Buddhist, Daoist, and Confucian) are used to analyze contemporary issues such as euthanasia, genomica, poverty, environmental ethics, and war. 3 hrs.

PHIL 346 Chinese Philosophy & Religion
Chinese Philosophy and Religion: This course examines the work of China's most important philosophical and religious thinkers: Confucius, Laozi, Mencius, Zhuangzi, Mozi, and HanFeizi. The course includes a study of Daoist religion and Chinese Buddhism. Students will become familiar with and will learn to critically engage the thought of ancient China. Students may elect this course as RELG 346. Prerequisite: at least one course in philosophy or religion. 3 hrs.

PHIL 349 Topics in Philosophy
Topics in Philosophy: Concentrated study of a particular person, movement or issue in philosophy. Topics as proposed will be chosen by the department and approved by the educational programs and Curriculum Committee to supplement regular offerings and to cover specialized problems. Course may be repeated for credit with different subtitles. Prerequisite: at least one course in philosophy or religion. Repeatable for a total of 12 Hrs. *Repeatable for a total of 12 hrs.* 3 hrs.

PHIL 350 Directed Study in Philosophy
Directed Studies: Faculty-supervised study of an approved topic in philosophy through selected readings. To be evaluated through a weekly meeting with the instructor and a comprehensive paper. May be repeated once for credit. Open to philosophy or religion majors in the junior or senior year, with permission of the department. *Repeatable for a total of 6 hrs.* 1-3 hrs.

PHIL 400 Major Thinkers & Issues
Major Thinkers and Issues: Senior Capstone Course: This course is required of all majors in either the Philosophy or the Religion track. In this course, students will determine a senior project, in conjunction with the Departmental Faculty. The project should build on work done in earlier courses, but it will ideally be a paper or project of original thinking and thoughtful research. This course fulfills the writing-intensive course requirement. *Repeatable for a total of 6 hrs.* 3 hrs.

PHYSICS

PHYS 101 General Physics
General Physics: Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. Prerequisites: Math 111 or successfully pass the Calculus Readiness Test or permission of the instructor. Physics 101 is prerequisite to PHYS 102. Lab fee applies. 4 hrs.

PHYS 102 General Physics II
General Physics II: Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. Prerequisites: Physics 101 is prerequisite to PHYS 102. 4 hrs.

PHYS 140 Conceptual Astronomy
Conceptual Astronomy: A course in descriptive astronomy in which emphasis is placed upon a general knowledge of the subject and the basic principles involved. Topics covered include observing the night sky, the Solar System, stars, galaxies, and cosmology. This course does not include a lab and does not fulfill the laboratory science requirement for non-science majors. Students may not get credit for both PHYS 140 and PHYS 141. No prerequisites. 3 hrs.

PHYS 141 Conceptual Astronomy with Lab
Conceptual Astronomy with Lab: A course in descriptive astronomy in which emphasis is placed upon a general knowledge of the subject and the basic principles involved. Topics covered include observing the night sky, the Solar System, stars, galaxies, and cosmology. Includes a lab that meets once per week. Students must be available for occasional observational labs at night. This course is designed to meet the laboratory science requirement for non-science majors. Students may not get credit for both PHYS 140 and PHYS 141. No prerequisites. Lab fee applies. 4 hrs.

POLITICAL SCIENCE

POLS 201 United States Government
United States Government: Origins and development of the constitution and the federal system; introduction to the presidency, Congress, Supreme Court; political parties and interest groups as actors in politics; conservatism and liberalism as motivating philosophies. 3 hrs.

POLS 240 Introduction to Public Policy Analysis
Introduction to Public Policy Analysis: This course is an introductory course and it is suitable for all majors. It introduces the student to basic, qualitative public policy analysis, and no formal training in statistics is necessary. It is project based, and each student will complete a comprehensive analysis of a public policy relevant to their course of study (i.e., nursing students could evaluate health policy, biology students could evaluate environmental policy, etc.). Students will be encouraged to select a local/state level policy in order to facilitate data collection. By the end of the course, students should be able to: Define and frame a policy problem; identify the key stakeholders (individuals and groups) for an issue; identify the relevant criteria needed to choose the "best" policy, including those related to political/power; identify or create alternative solutions; assess the outcome of each alternative in terms of each criterion; assess the tradeoffs between alternatives; identify barriers to implementation; recommend the best alternative; communicate recommendations and the reasoning behind them to a client/decision-maker. 3 hrs.

POLS 250 Introduction Comparative Politics
Introduction to Comparative Politics: Introduction to the comparative study of politics. Examines the nature of contemporary political systems and explanations for how and why they vary. Examines the historical process of political change and development as well as country-specific political institutions, practices and policies. 3 hrs.

POLS 270 Introduction to World Politics
Introduction to World Politics: Introduction to the behavior of nation-states in the contemporary world system; examination of concepts and problems regarding security, international organizations and human rights. 3 hrs.

POLS 298 Moot Court
Moot Court: Introduction to basic legal terms and procedures. Examination of the techniques of legal arguments and the basics of writing of legal briefs. Students will be required to participate in simulated oral arguments. May be repeated once for elective credit. *Repeatable for a total of 6 hrs.* 3 hrs.

POLS 299 Topics in Model United Nations
Topics in Model United Nations: This course is designed to give students an understanding of the United Nations and other international organizations. Students will either participate in a simulation or design and execute a simulation. The course helps develop skills in diplomacy, negotiation, writing and public speaking. May be repeated for a total of 12 hrs. elective credit, although only 3 hrs. may count towards the major. *Repeatable for a total of 12 hrs.* 3 hrs.

POLS 300 Current Topics in Political Science
Current Topics in Political Science: The study of selected approaches to the study of political activity or specialized topics of contemporary political science research. Possible topics include political psychology, political economics and political fiction. Topics to be announced the term prior to offering. Course may be repeated for credit with different topics. 3 hrs.

POLS 301 European Politics
European Politics: Comparative analysis of history, political culture, institutions and behavior in selected modern European nations. Examination of the role of the European Union in shaping modern Europe. 3 hrs.

POLS 302 African Politics
African Politics: Comparative analysis of history, political culture, institutions and behavior in selected modern African nations. Examination of various forces that have shaped modern Africa. 3 hrs.

POLS 303 Latin American Politics
Latin American Politics: This course introduces students to contemporary political conditions in Latin America and examines major theoretical explanations for political and economic development in the region. The course will focus on issues such as the emergence of democratic rule, efforts to create political stability, and how issues such as poverty and development affects the political process in the region. Country emphasis will vary. 3 hrs.

POLS 304 Politics of the Middle East
Politics of the Middle East: The Middle East has experienced more crises and generated more political, ideological and religious controversies than any other region of the "Third World," particularly from a Western perspective. This course addresses the following question: What explains the turbulent politics of the modern Middle East? Our collective aim is to critically contemplate the wide range of explanations that have been offered to date. We begin by probing the geographical, historical, and religious contours of the Middle East. We then scrutinize the nature of contemporary politics in the region, before turning our attention to an examination of the complex relationships among economics, ethnicity, nationalism, religion, and gender relations that have influenced the lives of Middle Eastern men and women. 3 hrs.

POLS 306 Politics of Developing Countries
Politics of Developing Countries: Introduction to the processes of political development and change, and to problems confronting developmental efforts of an emerging nation;

emphasis on selected African, Asian and Latin American nations. 3 hrs.

POLS 307 Asian Politics
Asian Politics: Comparative analysis of political culture, institutions and behavior in selected modern Asian states; emphasis on Japan, China, Indonesia or Malaysia, Thailand or Vietnam and India. In addition, Asian regional institutions will be considered (ASEAN, APEC, SCO). 3 hrs.

POLS 309 Campaigns and Elections
Campaigns and Elections: This course will focus on the procedures of campaigns and elections, past and present. It will examine the various parts of an election campaign (money, organization, strategy, use of the media) in order to gain a better understanding of how modern campaigns are run and differ from campaigns in the past. Case studies will be utilized to illustrate key concepts and ideas. The course will focus on the congressional and/or presidential campaigns in progress as the course is taught. No prerequisite. 3 hrs.

POLS 313 Constitutional Law and the Judicial System
Constitutional Law and the Judicial System: Examines major decisions by the United States Supreme Court in areas of legislative and executive power, commerce, civil rights and civil liberties. Examines the structure and function of the American court system, its relationship to the political process, the basis for legal argument and judicial decision-making. Participation in moot court exercises required. No prerequisite. 3 hrs.

POLS 315 Congress and the Presidency
Congress and the Presidency: Examination of the history, structures, functions and politics of the United States Congress and the Presidency including the electoral process, conflicts in decision-making, and policy outcomes. No prerequisite. 3 hrs.

POLS 318 Politics and the Media
Politics and the Media: A look at the role of the media in American politics, the intersection and collision of interests, and how new media and 24/7 news cycle is changing the relationship between reporters, politicians and voters. No prerequisite. 3 hrs.

POLS 319 Politics of Immigration in the United States
Politics of Immigration in the United States: This course analyzes the politics of United States policy toward immigration. How does the United States government decide who is eligible to immigrate into the country? Who will be eligible for citizenship? What we should do about the millions of undocumented people who reside in the United States illegally? How should the government decide? The course takes a multidisciplinary approach to these questions, addressing the economics of immigration flows, the history of immigration to the United States, the ways in which immigration policy is decided by the United States government, and ethical issues around immigration. Film, fiction, and scholarly approaches to the topic are employed. The course may include field work – both research and service – in the immigrant community in Charlotte. No prerequisite. 3 hrs.

POLS 320 Ethnic, Minority & Gender Politics
Ethnic, Minority and Gender Politics: An examination of the struggle for political, social, and economic rights on the part of ethnic minorities, religious minorities, and women in America. Focus is on political struggles, past discrimination, and present inequalities. A central question of the course looks at the extent to which opportunities for success are available to all groups. No prerequisite. 3 hrs.

POLS 326 Contemporary United States Foreign Policy
Contemporary United States Foreign Policy: Analysis of the role of the United States in contemporary world politics; emphasis upon the nature of the foreign policy-making process and the rationale, content and impact of contemporary American international action and policies. No prerequisite. 3 hrs.

POLS 329 Politics and Fiction
Politics and Fiction: What can political science learn from fiction? How does considering the speculative help us think critically about politics today? In this course we will read and analyze seminal works in modern fiction in an attempt to better understand current theories of politics, economics, and society. Particular genres/authors will vary depending upon the emphasis of the course. 3 hrs.

POLS 332 Politics and Society of Ireland
Politics and Society of Ireland: An examination of the various forces that have shaped modern Ireland (Northern Ireland as well as the Republic). Focus on historical, religious, geographic, cultural and political factors. Discussion of the impact of Irish emigration on the world. Analysis of contemporary issues facing Ireland (North and South). No prerequisite. 3 hrs.

POLS 333 Classical Political Thought
Classical Political Thought: This course introduces students to classical social and political philosophy through analysis of Plato's Republic and Aristotle's Nicomachean Ethics and Politics. It addresses enduring questions about the community, the individual, happiness, and justice. Other themes to be discussed include the ideal political order, the character of virtue or human excellence, the relationship between politics and other aspects of human life (such as economics, the family, and friendship), and the political responsibility for education. This class is both a study in intellectual history and a foundational course in political theory. 3 hrs.

POLS 334 Modern Political Thought
Modern Political Thought: This course examines and evaluates the challenge to classical social and political philosophy posed by such writes as Hobbes in the Leviathan, Madison in selected Federalist Papers, Tocqueville in Democracy in America, Mill in On Liberty, and Weber in selections from several works. We consider the differing views of these authors on how best to construct healthy and successful political societies; the proper relation between politics and religion, and between the individual and the community; the nature of our rights; and the proper extent of human liberty and equality. This class is both a study in intellectual history and a foundational course in political theory. Students may elect this course as PHIL 334. 3 hrs.

POLS 340 Environmental Politics
Environmental Politics: This course examines key issues in the area of environmental protection, focusing on how political actors make decisions about environmental policy. The course provides a look at the historical evolution of environmental issues, the extent of the environmental "crisis" and related moral and ethical questions. Topics include population growth, land and water protection, air quality (including ozone depletion and the greenhouse effect), the protection of animal life, and the disposal of regular, toxic and nuclear waste. No prerequisite. 3 hrs.

POLS 341 International Law & Organizations
International Law and Organizations: This course will focus upon the legal and policy issues raised by the development and functioning of intergovernmental organizations. It will introduce the basics of international public law and a comparative study of international organizations organized over 14 weeks. Issues relating to rulemaking, trusteeship, human rights, dispute settlement, and enforcement will be central to this course. Parallel with the discussion of these themes the focus each week will be upon a different organization, from a list including the UN, the World Bank, the International Labour Organization (ILO), the World Health Organization (WHO), the World Trade Organization (WTO), the World Intellectual Property Association (WIPO), the European Union (EU), the African Union (EU) and the Organization of American States (OAS). No prerequisite. 3 hrs.

POLS 342 U.S.-Latin American Relations
U. S. - Latin American Relations: This course explores the central issues in U.S. - Latin American relations: national security, economic integration, immigration, and drugs. We will examine each from the perspectives of both the U.S. and Latin America, seeking to understand the domestic and international determinants of U.S. policies toward Latin America, as well as the consequences of these policies for the region. The course begins with a brief history of U.S. policy toward Latin America. No prerequisite. 3 hrs.

POLS 343 China & India on the World Stage Science
China and India on the World Stage Science: This course explores the contemporary evolution of Chinese and Indian international relations, their interactions with the international community and their growing prominence on the world stage. Areas to be explored will include: economic power, national security, relationship to international and regional organizations and evolving alliance structures. No prerequisite. 3 hrs.

POLS 345 International Human Rights
International Human Rights: This course examines the philosophical origins of international human rights, the institutional mechanisms established to promote and protect international human rights, and the contending discourses over human rights policies between states, international agencies and governmental organizations and citizen action. Case studies include Bosnia, Kosovo, Rwanda, China and Guatemala. No prerequisite. 3 hrs.

POLS 346 International Political Economy
International Political Economy: Examines the relationship between the state and the economy and explores the interaction of power or authority and markets. Examines whether economic activity is to benefit individual consumers, promote social welfare goals, or to maximize national power. Looks at specific issues such as globalization, competition among industrialized countries, economic development in poorer countries, the function of intergovernmental organizations, roles of multinational corporations, and the international monetary and trade systems. 3 hrs.

POLS 347 Global Conflict
Global Conflict: Examines the complexities of global conflict including its definition; reasons and sources of global conflict; political responses by states; legal means of addressing conflict through international and comparative law; and the difficulties of preventing conflict. The course also seeks to train students in international and comparative law and to examine issues of success and failure in addressing conflict. Course structure includes readings, discussions, internet projects, in-class projects, presentations and the use of case study methods. No prerequisite. 3 hrs.

POLS 349 Political Economy of North-South
Political Economy of North-South Relations: Political Economy of North-South Relations employs a political economy approach to understanding relations between countries in the developed north and the developing south. The course builds on concepts introduced in POLS 346, International Political Economy: globalization, trade and financial relations, direct foreign investment, and the role of international organizations in structuring the world economy. Emphasis is on the ways in which power asymmetries between developed and developing countries are reflected in these various areas, as well as the changing nature of north-south relationships in this era of rapidly expanding globalization. 3 hrs.

POLS 350 Directed Study
Directed Study: Investigation of a specialized topic in political science through research, special instruction and assigned readings. A paper and oral or written examination by staff are required. Cannot be used to substitute for existing courses. 3 hrs.

POLS 370 Research Methods in Political Science
Research Methods in Political Science: An introduction to the research scope and methods of political science. Students will learn how political scientists ask and answer fundamental questions about politics. Students will begin training in skills essential to the discipline, including how to develop manageable research questions, write literature reviews, create a workable research design (including case selection), define and make operational concepts and variables, and select appropriate data sources. No prerequisite. 3 hrs.

POLS 450 Independent Study
Independent Study: Opportunity for independent investigation of a topic by means of a thesis or a program of directed readings; oral examination by department members. Cannot be used to substitute for existing courses. *Repeatable for a total of 9 hrs.* 1-3 hrs.

POLS 460 Major Issues in Politics
Major Issues in Politics: In-depth examination of a major issue through readings, major writing assignments and class discussion. Topics vary based on faculty and student interest. Possible topics include democracy, nationalism, religion and politics, women in politics, revolution, development, the world system, environmental law, international political economy, state, and society. This course fulfills the writing-intensive course requirement. Prerequisite: Junior standing and 12 credit hours in political science, or permission of the instructor. 3 hrs.

PSYCHOLOGY

PSYC 201 General Psychology
General Psychology: Survey of the field of psychology emphasizing the results of scientific investigations in the area of behavior. 3 hrs.

PSYC 201L General Psychology Lab
General Psychology Laboratory: Introduction to techniques and procedures in psychological research. Students will conduct research in areas including learning, development, cognition, personality, perception and social behavior. This course must be taken either concurrently with or following the completion of PSYC 201. 1 hr.

PSYC 300 Information Literacy in Psychology
Information Literacy in Psychology: This course is designed to provide instruction in basic literacy skills necessary to be effective in psychology. Students will receive training in searching, accessing, reading, and critically evaluating scientific databases, articles and chapters; writing APA style research reports and review papers; using SPSS, Excel, and other software programs to manipulate and analyze data; and presenting psychological research in various formats including written, graphic, and oral formats. In addition career and graduate school opportunities will be presented and reviewed. Prerequisite: PSYC 201. 3 hrs.

PSYC 302 Psychology of Personality
Psychology of Personality: Survey of selected theories of personality and principles of personality development. Prerequisite: PSYC 201. 3 hrs.

PSYC 303 Social Psychology
Social Psychology: Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perception and the behavior of the individual in groups. Students may elect this course as SOCI 303. Prerequisite: PSYC 201. 3 hrs.

PSYC 303L Experimental Social Psychology
Experimental Social Psychology: Application of experimental methods to problems of social psychology such as attitude change, conformity and leadership. Special problems of research design and techniques peculiar to the area of social

psychology are considered. Prerequisite: PSYC 201 and PSYC 303. Three hours laboratory per week. 1 hr.

PSYC 304 Abnormal Psychology
Abnormal Psychology: Study of the deviant individual from both the dynamic and behavioral viewpoints. The diagnosis, etiology, treatment and prevention of maladaptive behavior are considered. Prerequisite: PSYC 201. 3 hrs.

PSYC 305 Introduction to Counseling
Introduction to Counseling: An introduction to various theories of behavior change, including dynamic, behavioral, cognitive, humanistic and existential approaches to therapy. Individual, group and family therapies will be discussed. Prerequisite: PSYC 201 and 302 or 304. 3 hrs.

PSYC 306 Experimental Methods in Psychology
Experimental Methods in Psychology: Study of experimental methods used to address psychological questions. Principles of research, including experimental design, uses of apparatus, and procedural and statistical control are considered. This course fulfills the writing-intensive course requirement. Prerequisite: PSYC 201 and MATH 106. This course must be taken concurrently with PSYC 306L. 3 hrs.

PSYC 306L Experimental Psychology Lab
Experimental Psychology Laboratory: Application of techniques and procedures of psychological research including conducting experiments. Three hours laboratory per week. Prerequisite: PSYC 201. This course must be taken concurrently with PSYC 306. 1 hr.

PSYC 307 Experimental Psychology II
Experimental Psychology II: This course is the second of a two-part research course (following PSYC 306 and PSYC 306L). It is designed to provide students with more in depth experience in psychological research. The course includes completion of an independent research project and participation in faculty driven research projects. Students will present their research and be prepared to submit their research for publication and presentation in a regional or national venue. Graduate school preparation is an additional important part of the course. Prerequisite: PSYC 201 and successful completion of PSYC 306 and PSYC 306L. 3 hrs.

PSYC 308 Exceptional Child
Exceptional Child: Study of problems experienced by children who deviate from normative patterns of growth and development. Prerequisite: PSYC 201 and PSYC 320 or permission of the instructor. 3 hrs.

PSYC 310 Applied General Psychology
Applied General Psychology: Study of the abilities and limitations of humans to sense, store, process information, and act applied to the design, use and maintenance of human/machine systems including human computer interaction. 3 hrs.

PSYC 311 Psychological Tests
Psychological Tests: Introductory study of principles of test evaluation and interpretation and consideration of examples of the major types of psychological tests in reference to these principles. Prerequisite: PSYC 201 and MATH 106. 3 hrs.

PSYC 312 Sensation and Perception
Sensation and Perception: An introduction to the processes by which humans receive and interpret information from the environment. Sensory coding, information processing, perceptual development, perceptual illusions and psychophysical methods are among the topics discussed. Prerequisite: PSYC 201. 3 hrs.

PSYC 314 Psychology of Learning
Psychology of Learning: An introduction to the processes by which humans receive and interpret information from the environment. Sensory coding, information processing, perceptual development, perceptual illusions and psychophysical methods are among the topics discussed. Prerequisite: PSYC 201. 3 hrs.

PSYC 315 Lab in Conditioning and Learning
Laboratory in Conditioning and Learning: Conducting experiments in respondent and operant conditioning and in human verbal learning. Prerequisite: PSYC 201 and Prerequisite/ co-requisite: PSYC 314. Three hours laboratory per week. 1 hr.

PSYC 316 Cognitive Psychology
Cognitive Psychology: Scientific study of mental processes involved in the acquisition, storage, retrieval and use of knowledge. This course covers theory and research in cognitive psychology as applied to topics such as attention, memory, language and problem solving. Prerequisite: PSYC 201. 3 hrs.

PSYC 320 Developmental Psychology
Developmental Psychology: An introduction to developmental processes from conception to old age. The emphasis in the course is on developmental principles, theoretical views and recent research. Prerequisite: PSYC 201. 3 hrs.

PSYC 328 Infant & Child Development
Infant and Child Development: An examination of the development of children from early infancy through middle childhood including various aspects of pre and post natal development. Theoretical, empirical and practical aspects of the cognitive, social, emotional, and physical development of the young child will be covered. Prerequisite: PSYC 201. 3 hrs.

PSYC 329 Adolescent Psychology
Adolescent Psychology: Study of the psychological, biological and cultural changes accompanying adolescence, including the effect of these changes on emotional, intellectual, and social development. Prerequisite: PSYC 201. 3 hrs.

PSYC 330 Psychology of Adulthood and Aging
Psychology of Adulthood and Aging: An examination of the factors that contribute to the psychological profile characterizing adulthood and old age, with concentration on old age. Emphasis on theories and processes underlying continuity and change with age. Included are field trips and discussion of new issues in applied research and service provision for older persons. Prerequisite: PSYC 201. 3 hrs.

PSYC 340 Forensic Psychology
Forensic Psychology: The study of the interface between psychology and law emphasizing the application of scientific knowledge to the public sphere. The field includes the study of the cognitive behavioral dynamics of juries, eyewitness behavior and testimony, forensic implications of memory research, child custody, death penalty mitigation, the insanity defense, and legal competence. Prerequisite: PSYC 201. 3 hrs.

PSYC 352 Topics in Psychology
Topics in Psychology: Intensive consideration of a problem in psychology. The topic for the course will vary from term to term. May be repeated with different subtitles. Prerequisite: PSYC 201. Sophomore status or above. *Repeatable for a total of 12 hrs.* 3 hrs.

PSYC 355 Psychology of Language
Psychology of Language: This course is the study of cognitive, social and biological processes that make language such a useful tool of communication. Topics of interest include animal communications, language acquisition, language disorders and social aspects of language. Prerequisite: PSYC 201. 3 hrs.

PSYC 360 Psychology of Religion
Psychology of Religion: A survey of empirical and theoretical psychological perspectives in religious experience. Students will

study the research trends and theories regarding religious development, religious experience, conversion, personality and religion, and religious behavior. The insights of life-span developmental psychology, social psychology, and personality theory will be studied. Foundational assumptions necessary for a behavioral science of religion will also be considered. Prerequisite: PSYC 201. 3 hrs.

PSYC 390 Forgiveness: Theory, Research and Practice
Forgiveness: Theory, Research and Practice: This course will review theory and empirical research on forgiveness and its interface with social psychology, personality and development, as well as physical, mental, relational, and spiritual health. The role of forgiveness in the major world religions and philosophies will be explored. Applications of forgiveness in society, therapy, education, prevention, and wellness will be covered. Students may elect to take this course as HSS 390. Prerequisites: PSYC 201 or HSS 101. 3 hrs.

PSYC 400 Advanced General Psychology I
Advanced General Psychology I: A restudy and synthesis of basic psychological principles. Prerequisite: PSYC 201, 21 hours of psychology courses and senior status. 3 hrs.

PSYC 401 Advanced General Psychology II
Advanced General Psychology II: Consideration of the major issues in psychology from a dialectical perspective. Prerequisite: PSYC 201, 21 hours of psychology courses and senior status. 3 hrs.

PSYC 404 Child/Adolescent Psychopathology
Psychopathology of Childhood: An introduction to the scientific psychological study of behavior disorders in childhood and adolescence. Students will learn to identify the most common manifestations of these disorders and to understand the various current theories of their etiology and dynamics. Disorders will be studied from several different vantage points, including the psychodynamic, family systems, socio-cultural, developmental, and biological. Prerequisites: PSYC 201 and 302 or 304, or permission of the instructor. 3 hrs.

PSYC 406 Advanced Research Participation
Advanced Research Participation: Participation in research programs in conjunction with faculty. At the end of the term, students will present the results of their work. Prerequisites: PSYC 201, 306, 306L and permission of the instructor. Course may not be repeated for credit in the psychology major, but may be repeated one time for general college elective course. *Repeatable for a total of 12 hrs.* 1-3 hrs.

PSYC 412 Physiological Psychology
Physiological Psychology: Introduction to the nervous system and internal environment and their effect upon behavior. Normal and abnormal conditions discussed with respect to sensation, learning, emotion and motivation. Prerequisite: PSYC 201. 3 hrs.

PSYC 421 Organizational Psychology
Organizational Psychology: An examination of the behavioral aspects of organizations within society. Specific topics include the interrelationships between the individual and informal and formal groups; group formation, cohesiveness, conformity, norms, interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. Prerequisite: PSYC 201. 3 hrs.

PSYC 449 Independent Research
Independent Research: Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is devoted to formulating the problem, etermining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. Prerequisite: PSYC 201 and permission of the department; also, Psychology 449 is prerequisite to Psychology 450. *Repeatable for a total of 4 hrs.* 1 hr.

PSYC 450 Independent Research
Independent Research: Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is devoted to formulating the problem, determining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. Prerequisite: PSYC 201 and permission of the department; also, Psychology 449 is prerequisite to Psychology 450. *Repeatable for a total of 12 hrs.* 3 hrs.

PSYC 452 Directed Reading
Directed Reading: Independent investigation of a topic through a program of directed readings; oral examination conducted by department members. Prerequisite: PSYC 201 and permission of instructor. *Repeatable for a total of 12 hrs.* 1-3 hrs.

PSYC 455 Psychology Lab Assistant
Psychology Laboratory Assistant: Practical experience as a laboratory assistant in the department. May be repeated once for credit. Prerequisite: PSYC 201 and permission of the department. *Repeatable for a total of 12 hrs.* 1-3 hrs.

PSYC 460 Practicum in Group Dynamics
Practicum in Group Dynamics: An introduction to group theory, research, and process. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. Prerequisite: PSYC 201, Junior or Senior standing and permission of instructor. *Repeatable for a total of 12 hrs.* 1-4 hrs.

RELIGION

RELG 205 Old Testament: Hebrew Scriptures
The Old Testament Hebrew Scriptures: Introduction to the nature of biblical writings, to methods of Bible study, and to the history, literature and faith of the people of Israel as seen in the Old Testament. 3 hrs.

RELG 206 The New Testament
The New Testament: Introduction to the nature of biblical writings to methods of Bible study, and to the history, literature and faith of the early Christian community as seen in the New Testament. 3 hrs.

RELG 210 Introduction to World Religions
Introduction to World Religions: A study of the religions of the world, including prehistoric beginnings. Study will include religions indigenous to North America, Africa, India, China, Japan and the Middle East. Major emphasis will be on Judaism, Christianity and Islam as religions of the West; and Buddhism, Hinduism and Taoism as religions of the East. For Hayworth students, this course satisfies the International Issues Requirement. 3 hrs.

RELG 291 Seminar in Religion
Seminar in Religion: This introductory seminar will engage in an extended study of a topic in religion and is intended to develop the student's imagination, critical thinking skills, and knowledge of a particular topic in religion. Topics may include those related to the thought and culture of a particular country or region. Topics will vary, and the course is repeatable once for a different topic. *Repeatable for a total of 6 hrs.* 3 hrs.

RELG 306 Prophetic Religion
Prophetic Religion: The prophetic movement in Israel; context and message of major Hebrew prophets and selected minor figures; significance of the prophetic style within present-day society. Prerequisite: RELG 205 or permission of the instructor. 3 hrs.

RELG 312 The First Christians
The First Christians: This class examines the experience of the first generations of Christians, from the age of Jesus and the

apostles to the end of the Roman Empire. Some of the topics considered in this class include: the search for the "historical Jesus;" the relationships among the Christian movement, Judaism, and Greco-Roman culture; the development of Christian beliefs; the relationship between Judaism and Christianity; the experience of persecution and martyrdom; and the benefits - and costs - of the expansion of Christianity. 3 hrs.

RELG 323 Renaissance & Reformation
Renaissance and Reformation: A study of the European World during the revolution of the Renaissance and Reformation. While the course focuses on the great cultural and religious issues of the time, it also examines the social, political and economic dimensions of these two revolutionary movements. Prerequisite: one Philosophy or Religion course, or HIST 201. Students may elect this course as HIST 306. 3 hrs.

RELG 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environmental justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. 3 hrs.

RELG 343 Reading Paul's Letters
Other People's Mail: Reading Paul's Letters: A study of the New Testament letters attributed to the Apostle Paul. The approach will combine literary analysis with a socio-historical investigation of the early Christian communities addressed in these writings. Pre-requisite: RELG205, or RELG 206 or RELG210. 3 hrs.

RELG 344 Christian Ethics
Christian Ethics: Historical and systemic examination of the issues in Christian ethical thought and of the problems of Christian norms for action, with special attention to major contemporary Christian theorists. Prerequisite: at least one course in philosophy or religion. 3 hrs.

RELG 345 Religion in America
Religion in America: Historical analysis of American leaders and movements in religion, with special attention to continuing social and theological problems. Students may elect this course as HIST 345. 3 hrs.

RELG 346 Chinese Philosophy & Religion
Chinese Philosophy and Religion: This course examines the work of China's most important philosophical and religious thinkers: Confucius, Laozi, Mencius, Zhuangzi, Mozi, and HanFeizi. The course includes a study of Daoist religion and Chinese Buddhism. Students will become familiar with and will learn to critically engage the thought of ancient China. Students may elect this course as PHIL 346. Prerequisite: At least one course in philosophy or religion. 3 hrs.

RELG 347 Jesus in Ancient & Modern Media
Jesus in Ancient and Modern Media: A study of the figure of Jesus of Nazareth as portrayed in early Christian literature (including canonical and non-canonical gospels), as well as in film and other contemporary media. Students will also explore questions about the historical Jesus in light of ancient and modern depictions of him. Prerequisite: at least one course in philosophy or religion. 3 hrs.

RELG 348 The Problem of Evil
The Problem of Evil: This course explores the various response by major religions to the problem of evil. How do theologians make sense of a world where thousands may die from natural disasters in Africa or elsewhere, where a Holocaust, genocide, and ethnic cleansing seem more and more common, and where innocent children suffer and die from diseases like cancer. Specifically, the course looks at Buddhist and Jewish (among others) and especially Christian responses to natural and moral evil, and examines classic and contemporary answers to the theodicy question: if God is good, and God created the world, where did evil come from? Readings are from the Bible, novels, autobiographies, movies, and theological texts. Prerequisite: At least one course in philosophy or religion, or consent of the instructor. 3 hrs.

RELG 350 Directed Readings
Directed Readings: Faculty-supervised study of an approved topic in religion through selected readings. To be evaluated through a weekly meeting with the instructor and a comprehensive paper. Open to religion or philosophy majors in the junior or senior year, with permission of the department. 1-3 hrs.

RELG 351 Topics in World Religion
Topics in World Religion: The specific topic of this course will change, but it will usually focus on one of the world's major religions, like Islam, Hinduism, or a comparison of several world religions in courses like "Jesus and Buddha." Prerequisite: at least one course in philosophy or religion. *Repeatable for a total of 12 hrs.* 3 hrs.

RELG 352 Topics in Sacred Scripture
Topics in Sacred Scripture: The specific topic of this course will change, but it will focus on an in-depth study of a sacred scripture. An example might be a course in "Pauline Letters" or a study of the Qu'ran or the Bagavagit. Prerequisite: RELG 205, or RELG 206, or RELG 210. *Repeatable for a total of 12 hrs.* 3 hrs.

RELG 353 Studies in Religion Culture & Ethics
Studies in Religion Culture and Ethics: The specific topic of this course will change, but it will focus on the intersections of Religion, Culture, and Ethics, broadly defined. Examples in this category might include "Religion and Literature," "Religion and Politics," and "Contemporary Spirituality." *Repeatable for a total of 12 hrs.* 3 hrs.

RELG 400 Major Thinkers & Issues
Major Thinkers and Issues: Senior Capstone Course: This course is required of all majors in either the Philosophy or the Religion track. In this course, students will determine a senior project, in conjunction with the Departmental Faculty. The project should build on work done in earlier courses, but it will ideally be a paper or project of original thinking and thoughtful research. This course fulfills the writing-intensive course requirement. *Repeatable for a total of 6 hrs.* 3 hrs.

SOCIOLOGY

SOCI 203 Principles of Sociology
Principles of Sociology: Basic concepts and principles of sociology; relationships and meaning of culture, society, personality and interaction; analysis of group structure and social organization. 3 hrs.

SOCI 250 Social Issues and Problems
Social Issues and Problems: A sociological consideration of critical issues in contemporary society relating to individual deviation, social disorganization and social change; emphasis on causal factors, societal response and proposed solutions. 3 hrs.

SOCI 303 Social Psychology
Social Psychology: Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perceptions and behavior of the individual in groups. Prerequisite: PSYC 201. Students may elect this course as PSYC 303. 3 hrs.

SOCI 304 Marriage & The Family
Marriage & The Family: A study of the family as a social institution; types of family life; changing familial roles in contemporary society. 3 hrs.

SOCI 305 Urban Sociology
Urban Sociology: A study of the genesis, growth and spatial patterns of cities, including an analysis of the distribution and function of metropolises from an ecological perspective. Attention is also given to contemporary urban problems. 3 hrs.

SOCI 307 Research Methods
Research Methods: Introduction to research methods and statistical procedures in social science. Emphasis on mastering fundamental scientific and technological skills associated with literature review, research design, data collection, data analysis, data graphics, data interpretation, and scientific writing. Particular attention to program evaluation is included. Prerequisites: PSYC 201 or SOCI 203 and MATH 106. 3 hrs.

SOCI 307L Lab in Research Methods
Lab in Research Methods: A laboratory course focused on design, analysis, and reporting of a variety of social science experiments and program evaluation. Prerequisites: PSYC 201 or SOCI 203 and MATH 106. 1 hr.

SOCI 316 Women in Society
Women in Society: An analysis of the female in regard to sex-role stereotyping through an examination of the status of women, cross-cultural role differences and the dynamics of socialization. 3 hrs.

SOCI 330 Directed Individual Study
Directed Individual Study: Independent reading and investigation of the literature relevant to a specific topic in sociology. Prerequisites: Junior or Senior standing, permission of the instructor, minimum GPA of 3.000. 1-3 hrs.

SOCI 340 Social Inequality
Social Inequality: An examination of systems of social stratification; theoretical perspectives on stratification and differentiation; the interaction of class and status; consequences of class differences in modern America. 3 hrs.

SOCI 345 Racial & Ethnic Minorities
Racial & Ethnic Minorities: Analysis of majority-minority group relations and social processes. Study of origins and consequences of prejudice. Focuses on experience of ethnic and racial minority groups in American culture. 3 hrs.

SOCI 350 Topics in Sociology
Topics in Sociology: Investigation of a single topic or area in sociology. The topic may vary from term to term. May be taken more than once with different subtitles. *Repeatable for a total of 6 hrs.* 3 hrs.

SOCI 360 Great Writings in Sociology
Great Writings in Sociology: This course allows students an opportunity to explore writings by prominent sociologists from the past and present, representing the three major theoretical paradigms: structural functionalism, social-conflict, and symbolic interactionism, as well as topics of interest in the discipline. 3 hrs.

SOCI 400 Social Theory
Social Theory: An investigation of major classical and modern social theories about human interaction and the foundational elements of the social world. Emphasis will be placed on the application of theoretical concepts to a variety of contemporary research topics in sociology. Prerequisites: SOCI 203, SOCI 307 and SOCI 307L. 3 hrs.

SOCI 411 Advanced Seminar in Sociology
Advanced Seminar in Sociology: In this capstone seminar, students will critically examine a variety of current issues that are capturing the imaginations of scholars in sociology. Examples of contemporary research in the field will serve as models for students as they complete an original research project under the direction of a faculty member. Prerequisites: At least Junior standing, SOCI 307 and 307L, and nine additional credit hours in sociology, or permission o f the instructor. 3 hrs.

SPANISH

SPAN 101 Elementary Spanish I
Elementary Spanish I: Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilizations and cultures. 3 hrs.

SPAN 102 Elementary Spanish II
Elementary Spanish II: Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilizations and cultures. Prerequisite: SPAN 101, or permission of instructor. 3 hrs.

SPAN 220 Intermediate Spanish I
Intermediate Spanish I: Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level classes. Through the use of literature, history and culture of the 21 countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. Prerequisite: SPAN 102, or permission of instructor. 3 hrs.

SPAN 230 Intermediate Spanish II
Intermediate Spanish II: Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level classes. Through the use of literature, history and culture of the 21 countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. Prerequisite: SPAN 102 or permission of instructor. 3 hrs.

SPAN 231 Intermediate Spanish for Health Care
Intermediate Spanish for Health Care: This course is designed primarily to meet the needs of Health Care Professionals and students who anticipate contact with Spanish-speaking patients. Emphasis is placed on the use of medical vocabulary as well as practical language that will be used in clinical settings. Prerequisite: SPAN 102 or permission of instructor. 3 hrs.

SPAN 305 Interactive Cultural Exploration
Interactive Cultural Exploration: This course is optional for qualified students participating in the language immersion programs offered through the Center for International Education. It will be done in conjunction with the course of study set up for those programs and will provide students with an additional 3 credit hours toward completion of the major. This independent study will consist of a series of one-page type-written papers done by the student in the target language. All research, investigation, and interviews needed to complete these papers must be done while the student is in the country where the study program takes place. Prerequisite: SPAN 220 and 230, and permission of instructor. 3 hrs.

SPAN 315 Grammar: Solving the Puzzle
Grammar: Solving the Puzzle: A thorough review and expansion of Spanish grammar. This course fulfills the writing intensive course requriement. Prerequisite: SPAN 220 or 230, or permission of instructor. 3 hrs.

SPAN 325 Written Expression
Written Expression: Application of the principles of Spanish grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. Prerequisite: SPAN 220 or 230, or permission of instructor. 3 hrs.

SPAN 335 A Taste of Literature
A Taste of Literature: The study of various journalistic, historical and literary texts in order to increase vocabulary and enhance comprehension. Prerequisite: SPAN 220 or 230, or permission of instructor. 3 hrs.

SPAN 345 Vital Conversations
Vital Conversations: Advanced oral training through discussions, debates and presentations with stress on pronunciation, intonation, and correct modes of expression. Prerequisite: SPAN 220 or 230, or permission of instructor. 3 hrs.

SPAN 348 Spanish for Business
Spanish for Business: A study of the structure and style of Spanish business letters, routine messages and communication. Emphasis on commercial, banking and telecommunication terminology. Prerequisite: SPAN 220 or 230, or permission of instructor. 3 hrs.

SPAN 362 Spanish-American Civilization & Cultures
Spanish-American Civilization and Cultures: A course designed to give students a better understanding of the history and civilization of Spanish-America and to increase their knowledge of general Hispanic cultures. Prerequisite: SPAN 220 or 230 or permission of instructor. 3 hrs.

SPAN 363 Civilization and Culture of Spain
Civilization and Culture of Spain: A panoramic study of the history, cultures, and civilizations that have led to the development of Spain as a modern nation, from its early origins to its most current events. Various artistic ways of expression (painting, architecture, literature, music and cinema) will also be studied. Prerequisite: SPAN 220 or 230, or permission of instructor. 3 hrs.

SPAN 370 Topics in Spanish Studies
Topics in Spanish Studies: Course designed to address a specific topic or area of Spanish/Latin American Studies. Topic will be announced the semester preceding the offering. May be repeated with different topics. Prerequisite: SPAN 220 or 230 or permission of instructor. *Repeatable for a total of 36 hrs.* 3-9 hrs.

SPAN 371 Advanced Spanish for Health Care
Advanced Spanish for Health Care: This course focuses on communication among health care professionals and Spanish-Speaking patients. Intercultural issues are emphasized. Prerequisite: SPAN 231, or permission of instructor. 3 hrs.

SPAN 403 Directed Study
Directed Study: An independent study of a topic of interest to a student, or an internship. Projects must require the use of the target language (Spanish). May be repeated with different topics. Permission of instructor. *Repeatable for a total of 36 hrs.* 1-3 hrs.

SPAN 415 The Nuances of Grammar
The Nuances of Grammar: Intensive grammatical review with emphasis on the more difficult concepts of Spanish grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. This course fulfills the writing intensive course requirement. Prerequisite: One 300 level course or permission of instructor. 3 hrs.

SPAN 445 Spanish-American Narrative
Spanish-American Narrative: A study of the Spanish-American novel and short story from different historical periods. Prerequisite: One 300 level course, or permission of instructor. 3 hrs.

SPAN 455 Spanish-American Theatre/Poetry
Spanish-American Theatre and Poetry: A study of Spanish-American theatre and poetry from different historical periods. Prerequisite: One 300 level course, or permission of instructor. 3 hrs.

SPAN 461 Latino Literature
Latino Literature: This course will examine selected poetry, drama and prose works writtien by Hispanic/Latino writers in the United States. Prerequisite: One 300 level course or permission of instructor. Course is taught in Spanish. 3 hrs.

THEATRE

THTR 200 Introduction to Theatre
Introduction to Theatre: An introduction to dramatic literature (play analysis, genre, style) and theatre (architecture, history, design and production), this course addresses the differences between drama and theatre, provides an overview of their origins and development, and explores how plays get from page to stage. This course fulfills the University writing-intensive requirement and the Cultural Arts requirement. 3 hrs.

THTR 215 Stagecraft Practicum
Stagecraft Practicum: An introduction to basic skills in technical theatre, including shop safety, use of power tools, scenic construction, scene painting, props construction, and lighting techniques. Students participate in theatrical productions with an emphasis on technical elements. Students in this course are required to fulfill duties outside of class meeting hours. (Course fee required.) This course fulfills the Cultural Arts requirement. 1-3 hrs.

THTR 221 Lighting & Sound Practicum
Lighting and Sound Practicum: Participation in theatrical production, with emphasis on lighting and sound. Prerequisite: THTR 215 and permission of the department. 1-3 hrs.

THTR 230 Costuming and Makeup Practicum
Costuming and Makeup Practicum: Participation in theatrical production, with emphasis on costuming and makeup. Prerequisite: THTR 215 and permission of the department. 1-3 hrs.

THTR 240 Scenic Arts Practicum
Scenic Arts Practicum: Participation in theatrical production, with emphasis on set construction and scene painting. Prerequisite: THTR 215 and permission of the department. 1-3 hrs.

THTR 245 Stage Management Practicum I
Stage Management Practicum I: Participation in theatrical production, with emphasis on stage management. Prerequisite: THTR 215 and permission of the department. 1-3 hrs.

THTR 250 Beginning Acting
Beginning Acting: Introduction to basic principles of acting theory and accompanying illustrative exercises: relaxation, observation, concentration, imagination, alignment, improvisation, etc. 3 hrs.

THTR 253 Directing for the Theatre
Directing for the Theatre: Introduction to the basic principles of theatrical production and play analysis from the viewpoint of the director, theoretical exploration of the director's tasks and practical application of such theories and considerations in related exercises and script study. Prerequisites: THTR 215 and 250. 3 hrs.

THTR 303 World Drama: Ancient to Renaissance
World Drama: Ancient to Renaissance: Survey of dramatic literature from ancient Greece to the Renaissance, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the periods. Students may elect this course as ENGL 303. Prerequisites: THTR 200 or ENGL 205 or permission of the department. 3 hrs.

THTR 304 World Drama: Renaissance to Modern
World Drama: Renaissance to Modern: Survey of dramatic literature from the Renaissance to the modern era, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. Students may elect this course as ENGL 304. Prerequisite: THTR 200 or ENGL 205 or permission of the department. 3 hrs.

THTR 318 Acting Practicum
Acting Practicum: Admission by audition. Those students who are cast in a Queens University of Charlotte theatre production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of major. Students cast in productions are not compelled to receive academic credit. 1-3 hrs.

THTR 321 Lighting and Sound Design
Lighting and Sound Design: An exploration of lighting and sound design techniques for the stage. Topics include basic electricity, light and sound plots, instrumentation, computer control, color theory, and acoustics, culminating in practical experience and design projects. Prerequisite: THTR 215. 3 hrs.

THTR 322 Lighting and Sound Practicum II
Lighting and Sound Practicum II: Significant participation in the design and execution of lighting and sound for a theatrical production. Prerequisite: THTR 320 and permission of the department. 1-3 hrs.

THTR 330 Costuming and Makeup Design
Costuming and Makeup Design: An exploration of the process required for designing costumes and make-up, including background and period research, design and execution, and techniques for application to theatrical production. Prerequisite: THTR 215. 3 hrs.

THTR 332 Advanced Costuming & Makeup
Advanced Costuming and Makeup: Significant participation in the design and execution of costuming and makeup for a theatrical production. Prerequisite: THTR 330 and permission of the department. 1-3 hrs.

THTR 340 Scenic Design
Scenic Design: An exploration of the craft and process of design for the stage, including script analysis, historical research, sketch concepts, drafting, floor plans, renderings, and scale model construction. Prerequisite: THTR 215. 3 hrs.

THTR 342 Scenic Arts Practicum II
Scenic Arts Practicum II: Significant participation in the design and execution of set for a theatrical production. Prerequisite: THTR 340 and permission of the department. 1-3 hrs.

THTR 345 Advanced Stage Management
Advanced Stage Management: Significant participation in the planning and implementation of stage management for a theatrical production. Prerequisite: THTR 245 and permission of the department. 1-3 hrs.

THTR 350 Advanced Acting
Advanced Acting: Continued study of acting through text, topic, and/or productions and practical application of acting theory and technique by way of participation in rehearsal, development, and workshop presentation of scenes and/or monologues. Prerequisite: THTR 250. *Repeatable for a total of 6 hrs.* 3 hrs.

THTR 351 Acting for the Camera
Acting for the Camera: An exploration of the fundamental principles of television and film as they differ from live stage productions. Among the areas addressed are fundamentals of acting, auditioning, cold reading, vocabulary, and scripting. Studio work is required. (Course fee required.) Prerequisite: THTR 250. 3 hrs.

THTR 355 Topics in Dramatic Literature
Topics in Dramatic Literature: Intensive consideration of a single problem in dramatic literature. The topic for this course will vary and may range from a consideration of the work of a major playwright to a study of a single genre, period or intellectual movement. May be repeated with different subtitles. Prerequisites: Junior or senior standing; THTR 200. *Repeatable for a total of 6 hrs.* 3 hrs.

THTR 356 Topics in Experiential Theatre
Topics in Experiential Theatre: Focused consideration of an aspect of theatrical technique. The topic for this course may vary from term to term and may range from the intricacies of dialect and vocal production to specialized movement and acting styles or the development of specialized design and production techniques. Prerequisites: THTR 200 and 215 or permission of the department. May be repeated under different topics. *Repeatable for a total of 6 hrs.* 3 hrs.

THTR 360 Stage Combat
Stage Combat: An experiential course in the techniques and practices of stage combat, including unarmed, single sword, and rapier/dagger techniques. The course offers students an opportunity to certify as Basic Actor Combatants with the Academy of Dramatic Combat. Prerequisite: THTR 200 and THTR 250 or permission of the department. (Course fee required.) 3 hrs.

THTR 361 Fighting for Film
Fighting for Film: An upper level course designed to train actors in unarmed fight performance for film and television. The course introduces participants to set etiquette, multiple camera angles and fight scenarios. Students learn how to safely perform violent scenes for recorded media. (Course Fee required) Prerequisite THTR 360 or approval of the instructor. 3 hrs.

THTR 362 Stage Combat II
Stage Combat II: An intermediate level course in the techniques and practices of staged combat. A studio course requiring physical participation. Students are instructed in Intermediate Unarmed, Broadsword, Small Sword, and Quarterstaff. This course offers students the opportunity to certify as Intermediate Actor Combatants with The Academy of Dramatic Combat. (Certification Fees Extra) All stage weapons are provided. (Course Fee required). Prerequisite THTR 360 or approval of the instructor. 3 hrs.

THTR 450 Directed Studies
Directed Studies: Independent investigation of an area in dramatic literature or theatre. Open to junior and senior majors with a 3.000 grade point average in Theatre. Prerequisite: permission of the department. *Repeatable for a total of 6 hrs.* 2-6 hrs.

THTR 451 Senior Project
Senior Project: Independent study/project for the senior theatre major. The student will choose an area of particular interest (design, acting, directing, playwriting, dramatic literature, etc.) within the field of drama/theatre and complete a project/research paper in that area. This course is a culmination of work done throughout the student's academic career. Prerequisite: permission of the department. *Repeatable for a total of 6 hrs.* 3-6 hrs.

WOMEN'S STUDIES

WMST 300 Topics in Women's Studies
Topics in Women's Studies: Investigation of a single topic or area in Women's Studies. The topic may vary from term to term. May be taken more than once with different subtitles. *Repeatable for a total of 6 hrs.* 3 hrs.

Financial Assistance

Queens University of Charlotte offers merit and need-based funding. Merit funding recognizes academic achievement, leadership and talent as well as school, church and community involvement. To be considered for need-based financial assistance, students must have been admitted to Queens as degree or licensure candidates and must complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at www.fafsa.ed.gov. Students must be accepted for admission to the University prior to being awarded any funding. Additional information concerning terms and conditions of awards is outlined with an official award notification. A complete listing of Federal, North Carolina and University funding opportunities is available online at www.queens.edu/financial.

Applications for financial aid should be submitted by entering full-time traditional students as early as possible after January 1st of their senior year in high school. Students filing before March 1st will receive priority in funding. New per credit hour undergraduate and graduate students are encouraged to complete the FAFSA as early as possible prior to their first term of enrollment. Renewal of need-based financial aid is not automatic. Therefore, continuing students are encouraged to submit a Renewal FAFSA available at www.fafsa.ed.gov no later than April 1st of each academic year. For more information on applying for financial assistance, visit www.queens.edu/financial. Queens University of Charlotte reserves the right to review and modify an offer of financial aid should the recipient receive aid from other sources.

FEDERAL PROGRAMS

All federal programs are subject to funding and congressional action.

Federal Pell Grants are available to eligible degree seeking undergraduate students on the basis of financial need. A student must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility.

Federal Supplemental Educational Opportunity Grants (FSEOG) are available on an annual basis to degree seeking undergraduate students with exceptional financial need. These grants range in value and priority is given to Federal Pell Grant recipients. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for funding.

Federal Work-Study (FWS) Awards are available to degree seeking students with financial need. Awards are based on available federal funding. Each student participating in the work-study program will be paid monthly for hours worked. Availability of campus and community service job opportunities is limited and therefore not guaranteed. To be considered students must complete the Free Application for Federal Student Aid (FAFSA).

Federal Student Loans are available to degree seeking students enrolled at least half-time (6 credit hours per term). Students must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding. For students demonstrating financial need, interest is subsidized (the U.S. government pays the interest while you are enrolled at least half-time (six credit hours) and for six months after graduation (or when attendance drops to less than halftime). Students not demonstrating financial need may borrow an unsubsidized Federal Loan for which they would be responsible for interest payments while in school.

Federal Parent PLUS Loan Program enables parents to borrow for each dependent that is enrolled in school at least half-time as a degree seeking student. Parents may finance up to the full cost of their child's education each academic year, minus grants and other financial aid the child receives. Although parents do not have to prove financial need, credit checks are mandatory. Applicants with adverse credit histories may not be eligible for PLUS loans.) Repayment on these loans usually begins within 60 days after full disbursement. If for any reason the PLUS application is denied, the dependent may be able to borrow additional funds through the Unsubsidized Federal Loan Program. The student and his/her parent(s) must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding.

Federal Graduate/Professional PLUS Loan Program allows degree seeking graduate students to borrow under the PLUS Loan Program up to their cost of attendance minus other financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their maximum annual loan eligibility under the Federal Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

NORTH CAROLINA PROGRAMS

All state programs are subject to revision of funding or regulation by the North Carolina General Assembly.

The North Carolina Need Based Scholarship will be awarded to North Carolina residents pursuing their first undergraduate degree who are enrolled in at least nine hours. Awards are calculated using the families estimated family contribution as calculated on the Free Application for Federal Student Aid (FAFSA) and are subject to availability from the state.

The North Carolina Forgivable Education Loans for Service Program provides financial assistance in the form of forgivable loans to qualified students who are committed to working in North Carolina to lessen identified critical employment shortages; initially teachers, nurses and allied health professionals. Students must be residents of the state of North Carolina and meet loan eligibility requirements to qualify. Please visit www.cfnc.org/fels for more information.

QUEENS UNIVERSITY OF CHARLOTTE PROGRAMS

The scholarship application for a variety of merit, talent and civic scholarships will be made available to students in the fall preceding their freshman year at Queens. Qualified candidates will be invited to attend a scholarship program. Listed below are examples of the scholarships a qualified candidate may receive.

Presidential Scholarships are the most prestigious merit scholarships at Queens University of Charlotte, and are awarded annually to graduating high school seniors based on superior academic and leadership achievement. These full tuition scholarships are for four years of study in the traditional undergraduate program and renewable for four years with specific GPA requirements.

Byrum Scholarships are the university's second most prestigious merit scholarships and are awarded annually to graduating high school seniors based on superior academic and leadership achievement. The scholarships vary in amount and awarded for four year of student in the traditional undergraduate program.

Queens University Scholars are awarded to graduating high school seniors enrolling in the traditional undergraduate program. These scholarships are based on a student's overall academic record, including GPA, and standardized test scores, submitted at the time of admission. Students are awarded funding at three levels: Trustee, Deans' and Alumni.

Reece A. Overcash Scholarships are awarded to graduating high school seniors enrolled in the traditional undergraduate program. Up to two students annually are awarded an Overcash Scholarship in the amount of $5,000. The scholarships are offered on a competitive basis to students who exhibit an interest in and capacity to find creative relationships between the humanities and math, science and technology and are available for four years of study

Charles A. Dana Scholarships are awarded annually to full-time students in each of the rising sophomore, junior and senior classes enrolled in the traditional undergraduate program, who maintain an outstanding record for scholarship and leadership. Recipients are selected at the recommendation of the Faculty Honors Committee.

Music/Theatre/Art Scholarships are awarded during the admissions process to students who plan to major or minor in music, drama or art; or major in Music Therapy. These scholarships are awarded to full-time degree-seeking students enrolled in the traditional undergraduate program and are based on a student's overall academic record, talent and degree of advancement. An audition or portfolio review is required. Awards are based on faculty recommendations and are available for four years of study. Students must schedule an audition or submit portfolio to receive scholarship consideration.

Ministerial Tuition Remission is available for a dependent or spouse of an active Presbyterian minister who is enrolled full-time in our traditional undergraduate program of study. Dependents or spouse of active ministers of the Presbyterian Church (USA) Mid-Atlantic Synod receive a 20% tuition remission. Dependents or spouse of active ministers in all other synods of the Presbyterian Church (USA) receive a 15% tuition remission. Remission forms are available from the Office of Student Financial Services.

Cato School of Education Fellows - are awarded on a competitive basis to graduating high school seniors majoring in education. Cato School of Education Fellows have the option to obtain North Carolina teacher licensure in one of the following programs offered through the Teacher Education Program in the School of Education: elementary education, special subject areas for grades K-12 (French and Spanish), and in high school subject areas of English, history, math, biology and chemistry.

McColl Case Competition Scholarships are awarded to graduating high school seniors enrolling in the traditional undergraduate program. Prospective McColl School undergraduate business majors choosing to participate will have the opportunity to analyze a business case and present their findings and recommendations in a two round competition. Round one is a written case analysis (no more than four pages). In round two, each finalist is required to visit campus and present to a panel of McColl School faculty, alumni, local business leaders and finalists from the previous year. Awards for the competition are as follows:

Knight Scholarship Program- The James L. Knight School of Communication awards competitive scholarships for students who engage the community in digital and media literacy initiatives. These scholarships are awarded to entering freshmen and are renewable for up to four years. A Knight Scholar is expected to participate in service initiatives over their first two years. Upon entering their third year, they will propose a unique service project on their own to be completed by their fourth year. To apply for the scholarship, a student must be a first –time freshman and be a full-time degree-seeking student living on campus with an interest in majoring in communication.

Athletic Scholarships are awarded according to NCAA Division II and conference policies and are based on the recommendation of the athletic department in the following sports:

Men's		Women's	
Basketball	Soccer	Basketball	Softball
Cross Country	Tennis	Cross Country	Tennis
Golf	Track & Field	Golf	Track & Field
Lacrosse	Swimming	Lacrosse	Soccer
		Swimming	Volleyball

For more information, contact the Department of Athletics.

Hayworth Merit Scholarships are awarded to degree seeking undergraduate students enrolled in Hayworth School. Students must meet the academic and enrollment qualifications to receive funding. For more information, please contact the Hayworth School admissions office.

Pauline Lewis Fellowships are awarded to degree seeking undergraduate students enrolled in Hayworth School. Fellowships are awarded to students during the admission process. Selection is based on potential for academic success and campus leadership. For more information, please contact the Hayworth School admissions office.

Pat and B.D. Rodgers Fellowships are awarded to degree seeking students enrolled in Hayworth School. Fellowships are awarded to students during the admission process. Selection is based on demonstrated financial need, potential for academic success, character and leadership potential. For more information, please contact the Hayworth School admissions office.

Hershel H. and Cornelia N. Everett Fellowships are awarded during the admission process to students enrolling in graduate programs in the Wayland H. Cato, Jr. School of Education. Recipients must have established North or South Carolina residency. Selection is based on academic promise, personal achievement, leadership potential and character. The Everett Fellowships are also available on a one-time basis to students who have suffered job loss or other financial difficulties. For more information, please contact the Wayland H. Cato, Jr. School of Education.

McColl School MBA Fellowships are awarded to new degree candidates in the Professional MBA and the Executive MBA programs. For additional information contact the McColl School MBA Admissions Office.

Professional MBA: Several funds provide academic fellowships for new degree candidates in the Professional MBA program. Financial need is not a factor in the selection.

Executive MBA: Several need-based scholarships are available to first time degree candidates admitted to the Executive MBA program. The Executive MBA program also has fellowships available for non-profit senior managers and promising entrepreneurs. Additional named scholarships are awarded by the University on the basis of academic merit and/or financial need. There is no scholarship application necessary for these funds. Academic information and/or the Free Application for Federal Student Aid (FAFSA) are all that is required.

STUDY ABROAD

Students who wish to study abroad should first contact the The Center for International Education office. Students wishing to receive financial assistance for studies outside the United States must contact the Office of Student Financial Services at least three months prior to their departure.

Federal financial aid is available for approved study abroad programs. University funding can be used for study abroad if the student pays tuition, room and board directly to Queens University of Charlotte and the University makes payment to the participating study abroad University. Financial aid is not disbursed until after the term begins. Therefore, financial aid funding is not available in time to pay upfront costs such as deposits and plane fare.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

Satisfactory Academic Progress

To be eligible for federal, state, and institutional funding, students must meet both the qualitative and quantitative criteria indicated below.

Qualitative Requirement

Undergraduates Each student must maintain the following minimum GPA based on credits earned:

Total hours earned	Minimum GPA
0-12	1.500
13-37	1.800
38-70	1.900
71 or more	2.000

Graduate Students
Each student must meet the academic standards for enrollment in his or her school or program in order to continue to receive financial assistance as described in the graduate catalog.

Quantitative Requirement
All students must complete at least 75% of hours attempted. Academic progress is measured at the end of each *term by dividing the cumulative hours successfully completed (including transfer hours) by the cumulative* number of hours attempted. All attempted hours are counted whether or not financial aid was received, coursework was successfully completed, or any class was repeated.

Maximum Timeframe
Students may not receive financial assistance for more than 150% of their expected program length as measured in credit hours. All attempted hours at any institution, including Queens, are counted whether or not financial aid was received, coursework was successfully completed or any class was repeated.

Example: If your degree requires you complete 122 credit hours, your maximum timeframe would be 122 hours x 150%=183. Your maximum timeframe to complete your degree would 183 attempted credit hours.

Transfers: Transcripts from the last school of attendance will be reviewed in order to ensure a) the transferring student earned 75% of all credit hours attempted, regardless of the number of transfer credits accepted toward the program of study and b) the cumulative GPA and hours earned at least meet the qualitative standard outlined above.

Second Degree Students: Students who have earned a baccalaureate degree from an accredited institution are eligible to apply for financial assistance. The maximum eligibility will be 150% of the minimum degree requirement plus an additional 60 credit hours.

Remedial Coursework: Remedial Coursework does not factor into GPA or SAP and does not count towards graduation.

Grades in Determining Academic Progress
The successful completion of a credit attempted and earned is credit for which a grade of A, B, C, D or P is received. An incomplete grade (I) counts as credit attempted but will not count as credit earned until the recording of a passing grade. A grade of W (withdrawals) will count as credit attempted but will not count as credit earned. A grade of K will not count as credit attempted or earned.

Financial Aid Warning and Probation
Satisfactory Academic Progress requirements are measured at the end of each term. Students who fail to meet either or both of the qualitative and quantitative requirements are placed on financial aid warning their following term and will receive a letter informing them of this warning status, the consequence of such status and the requirements necessary to have the warning resolved. Students may continue to receive financial aid during this warning term. If a student does not meet both requirements at the end of the warning term, the student will be placed on financial aid probation and all financial aid will be suspended until he/she once again meets both requirements. Students who are removed from financial aid warning or probation but are subsequently placed on them in future terms will be ineligible for aid.

Appeals
Students ineligible to receive financial aid due to financial aid probation may appeal such action on a term by term basis. Letters of appeal must be submitted to the Office of Student Financial Services no later than two weeks before the beginning of the affected semester. Appeals must include an explanation of the circumstances contributing to the unsatisfactory performance and how these circumstances have been resolved. Supporting documentation, such as letters from physicians or counselors should be included when relevant. Appeals must also include an academic plan set forth by both the student and their academic advisor. Students should contact the Center for Student Success to set up a meeting with their advisor. The academic plan must outline how the student will achieve satisfactory academic progress and the time frame in which they will achieve progress. Academic plans must be signed by both the student and their academic advisor. Students will be notified in writing of the appeal decision. If the appeal is granted, financial aid eligibility is restored for that term only. If the appeal is denied, the student remains ineligible for aid for the affected term and will be re-evaluated at the end of the term. Appeal decisions are made by the Assistant VP and Director of Student Financial Services and are final.

Tuition and Fees

While the Board of Trustees reserves the right to adjust the fee schedules at any time, the following basic fees have been established for 2014-2015.

UNDERGRADUATE PROGRAMS

Comprehensive Tuition Rate

Students who are admitted to the Traditional Undergraduate Program, or Hayworth School students who are admitted to the pre-licensure BSN program and who are registered for 12 to 18 credit hours in a fall or spring term, will pay the following comprehensive tuition rate. All students living in a Residence Hall are also charged the comprehensive tuition rate, regardless of the number of credit hours enrolled.

Full-Time Students Entering after September 1, 2011.....$29,910 covers both fall and spring terms
Full-Time Students Entering on/before September 1, 2011....$28,548 covers both fall and spring terms

Overload Tuition Rate
Undergraduate students enrolled in more than 18 credit hours paying the comprehensive tuition rate will pay the Overload Tuition Rate for each credit hour over eighteen, except for those students in the Music Therapy program or those students who have credit for theatre productions that take their course load over 18 hours,.

Overload Tuition Rate.....$ 550

Credit Hour Tuition Rate
Students admitted to the Hayworth School Undergraduate Program or the RN-BSN will pay the credit hour tuition rate as indicated below, regardless of the number of credit hours for which they are registered. Students admitted to the traditional undergraduate program who are registered for less than 12 hours will also pay the rate as indicated below.

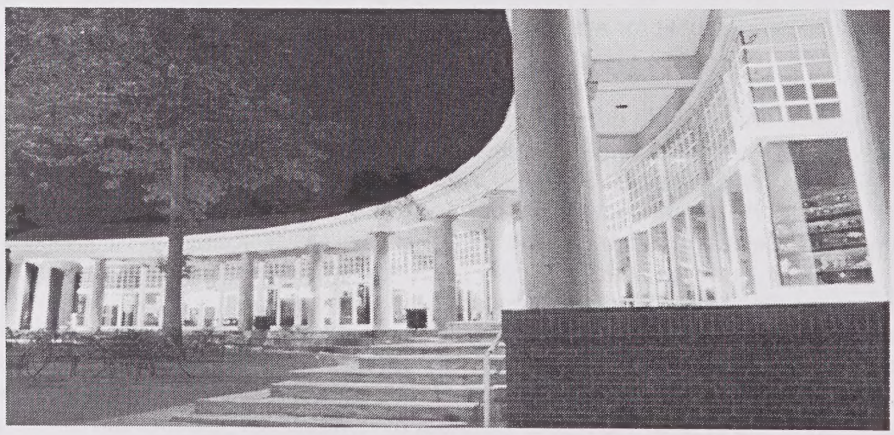
Traditional Undergraduate Program.....$ 550

Hayworth School Program.....$ 464

RN-to-BSN Program.....$ 475

Accelerated BSN Program . .....$ 742

EDUC --- (Teaching Block).....$ 210



GRADUATE PROGRAMS

College of Arts and Sciences

Master of Fine Arts (MFA) in Creative Writing	$7,000	per term
MFA Graduation Residency	$1,200	over the course of the program
Master of Interior Architecture and Design	$ 675	per credit hour

McColl School of Business

Master of Business Administration (Professional Program)		
(39 Hour Program)	$ 990	per credit hour
(36 Hour Program)	$ 1,060	per credit hour
Master of Business Administration (Executive Program)	$ 69,000	full program cost
Master of Science (MS) in Organization Development		
MS-OD (students entering during or before 2013-14)	$ 990	per credit hour
MS-OD (students entering after 2013-14)	$1,060	per credit hour
Coaching Certificates		
Coaching Certificate (students e.ntering before 2013-14	$ 990	per credit hour
Coaching Certificate (students entering after 2013-14)	$ 1,060	per credit hour

* *Executive MBA: This cost covers tuition and fees for the entire program and includes the $500 deposit, all books, materials, fees and some meals. The rate also includes a 4,000 trip allowance towards the cost of one summer international study tour.*

Knight School of Communication

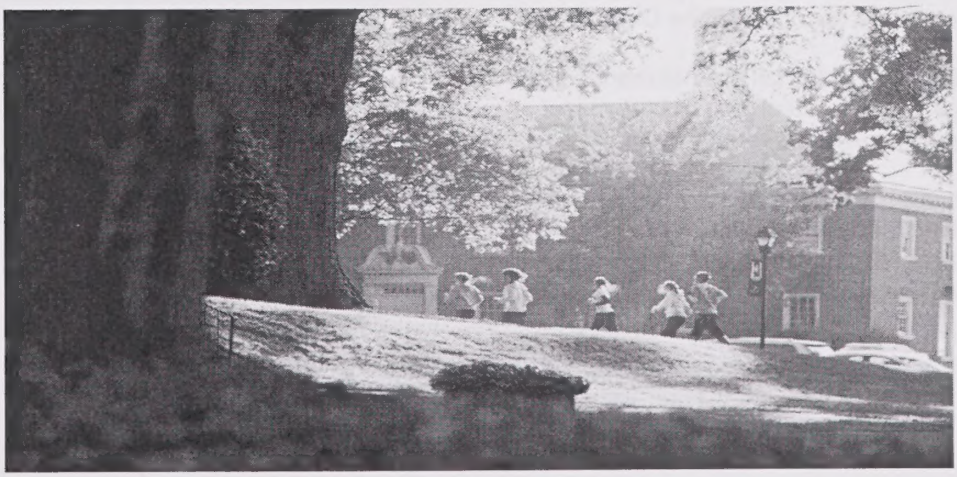
Master of Arts in Communication	$ 780	per credit hour

Wayland H. Cato, Jr. School of Education

Master of Arts in Teaching	$ 390	per credit hour
Master of Education	$ 390	per credit hou
Graduate (Non-Degree)	$ 390	per credit hour

Presbyterian School of Nursing

Master of Science in Nursing	$ 490	per credit hour



RESIDENCE HALLS & MEAL PLANS

The Residence Halls are designed for full-time traditional age undergraduates. Family housing is not available.

There is a three year residency requirement for all traditional undergraduate students. All residents will be charged the comprehensive tuition rate, the room rate applicable to the student's dorm assignment and the board rate applicable to the student's chosen meal plan. Double room residence hall accommodations are available to all full-time students paying the comprehensive rate. If space is available, a student may choose to have a private room at the rates specified for single occupancy.

Damages to rooms, residence halls and community areas are billed directly to student accounts and are due upon receipt. Full details regarding residence halls and meal plans are available in the Housing Contract.

Cable/Internet Access
Each residence hall is equipped with cable television service and internet access. Students need to provide their own personal television and computer to use these services. The cost of these services is included in the basic room charge.

Laundry Machines/Micro-Fridges
Each residence hall room is equipped with a micro-fridge combination microwave-refrigerator freezer appliance. In addition, each residence hall has free state-of-the-art laundry facilities.

Apartment Style Residence (North Residence Hall)	
Double Occupancy	$ 5,800
Single Occupancy	$ 7,100
Corridor Style Residences (Albright, Barnhardt, Belk & HBO)	
Double Occupancy	$ 6,700
Single Occupancy	$ 8,720
Suite Style Residence (Hayes)	
Double Occupancy	$ 6,960
Suite Style Residence (Wireman)	
Double Occupancy	$ 7,246
Single Occupancy	$ 9,312
Super Suite Style Residence (South)	
Double Occupancy	$ 7,530
Single Occupancy	$ 9,832

Meal plans

All resident students are required to participate in one of the meal plans provided by the University.

Students residing in North Hall are not required to participate in a standard meal plan but may elect any of the meal plan options listed.

Students with special dietary needs should have a physician outline these needs in a letter to the general manager for Chartwells so that the meals can be prepared accordingly

Unlimited meal plan	$ 4,510
19 meal plan	$ 3,930
15 meal plan	$ 3,766
10 meal plan	$ 3,458
5 meals per week plan (Seniors or North Only)	$ 1,778
3 meals per week plan (North only)	$ 1,218

OTHER TUITION / FEES INFORMATION

REQUIRED HEALTH AND ILLNESS INSURANCE

All full-time students paying the Comprehensive Tuition Rate and all full-time and part-time students in the BSN and Accelerated BSN programs are automatically billed for a health and illness insurance plan through the University. To decline participation in and to remove charges from a student account for this insurance, students must complete a waiver on-line with the University's insurance provider the first academic term of every academic year the student is enrolled. Please retain a copy of the waiver verification.

Coverage is for the full year and cost is charged equally in Fall and Spring for convenience and affordability purposes. Information on coverage, costs and limitations are available through www.uhcsr.com , click on "Find My School's Plan and select Queens University of Charlotte.

Students who participate in the university's insurance plan may download their insurance card by creating an account when visiting www.uhcsr.com and finding Queens University of Charlotte by following the "Find My School's Plan" link.

Student Athletic Insurance

Student athletes are required to carry athletic injury insurance per the NCAA. The university secures this coverage for student athletes and charges the premium for the year in the entering term. This coverage cannot be waived.

Charlotte Area Educational Consortium (CAEC)

Full-time degree-seeking undergraduates paying the University's comprehensive tuition rate may register, on a space-available basis, for a course at any of the institutions in the Charlotte Area Educational Consortium with no additional charge. See **Other Educational Opportunities** for a list of CAEC member institutions. A student interested in the consortium should contact the Registrar's Office.

Audited Courses

Students will be charged for an audited course as they would for any other course.

Repeated Courses

A student who chooses to repeat a course will be charged for the course.

OTHER TUITION / FEES INFORMATION

Course Fees

The courses in which a student enrolls will determine the course fees that are charged. For a listing of the possible non-refundable course fees that could be charged please visit the Student Financial Services web site.

Application Fees

Baccalaureate Programs

Traditional Undergraduate Program ..... $ 40
Hayworth School Program ..... $ 50
Hayworth School Program – International Students $100

Application Fees, cont.

Graduate Programs

Master of Fine Arts	$ 45
McColl School of Business	$ 75
Wayland H. Cato Jr. School of Education	$ 40
Knight School of Communication	$ 40
Presbyterian School of Nursing	$ 40

Enrollment Deposits

Traditional Undergraduate Program*	$ 300
Hayworth Undergraduate Program	$ 300
International Student Undergraduate Deposit**	$ 1,000
Master of Fine Arts Program	$ 300
Executive MBA Program	$ 500

**Traditional Undergraduate Program deposits will be refunded if the University has been notified prior to May 1st of the student's decision to not attend.*

***International students admitted to either the Traditional and Hayworth Undergraduate program must pay a $1,000 deposit that is non-refundable.*

General Fee

The General Fee is charged to all students of Queens University of Charlotte and varies in amount based on enrollment status. This fee enhances a wide range of areas including, but not limited to, campus facilities, parking and transportation, student programming and activities and general campus safety.

Full-time Traditional Undergraduate Program – Residents	$ 470 per semester
Full-time Traditional Undergraduate Program – Commuters	$ 420 per semester
Part-time Students, All Programs	$ 260 per semester

Other Fees

Administrative Enrollment Fee*	$150	per term
Late Payment Fee	$ 75	accrued monthly
Transcript Fee	$7.50	per transcript

* Charged if students have unpaid balance and no payment plan

Payment Plan Fees

Three Month Payment Plan (Fall & Spring)	$ 50 per term
Tuition Deferment Plan (TDP)**	$ 250 per term
10-Month Payment Agreement***	$ 75 per year

* Students who do not pay their balance in full by the due date for the applicable term, or who have not self-enrolled in a payment plan will be administratively place on a payment plan and charged $150 enrollment fee.

**Classes covered by TDP requiring multiple terms will require a new TDP and additional fee each term

***The 10 month payment plan is available for undergraduate students paying the comprehensive fee only. Setup requires a counseling session with your student financial services counselor and enrollment in an auto draft for the payment.

Payment Information

Upon registration students accept as binding all fees and regulations set forth in the Catalog or as amended during the year:

1. Tuition and fees, less financial assistance awarded, are due and payable according to the schedule listed below:

   For Students in Undergraduate Programs
   Due Dates

Fall Term	Spring Term	Summer Term**
August 1	December 1	May 1

   Drop Dates – see academic calendar
   Students are responsible for charges for any classes not dropped by the drop dates listed.

   For Students in Graduate Programs:
   Due Dates

Fall Term	Spring Term	Summer Term
August 1	December 1	May 1

   Drop Dates – see Academic Calendar.
   Students are responsible for charges for any classes not dropped by the drop dates listed.

   For Students in the Master of Fine Arts Program:

Summer/Fall Term	Spring Term
May 1	December 1

2. Payments are paid online through the university intranet, MyAccount. Payments using MasterCard, Visa, American Express or ACH are accepted. Student choosing credit or debit cards are assessed a convenience fee. Students wishing to pay by checking or saving funds must complete the ACH information at the bottom of their check or savings deposit form to avoid the convenience fee.

3. Credits for scholarships and financial assistance are divided equally between the fall and spring terms after the drop / add period.

4. Overpayments created by financial assistance will only be refunded to the student and/or parent after charges have been paid in full.

5. Failure to pay by the due date or to self- enroll and pay according to the terms of a payment plan will result in the student being administratively enrolled in a payment plan and charged $150 enrollment fee. Failure to adhere to the terms of the University's payment plans will result in a monthly late fee until the balance has been paid in full. The student is responsible for all changes assessed against the student regardless of any arrangements or agreements made with other parties.

6. Students that submit payments to Queens for tuition and other related expenses that are returned by the bank for insufficient funds, stop-payments or closed account status will be assessed a $30 returned check fee. The student may be asked to replace the returned check with guaranteed funds.

7. Students are not permitted to attend class until satisfactory arrangements have been made to meet all financial obligations. Continued class attendance is contingent upon maintaining good financial standing with the University throughout the term.

8. Participation in graduation activities and receipt of diplomas, certificates, and transcripts are permitted only when the student's account has been paid in full. Students using the TDP or payment plans should clear any balance two weeks prior to the end of the term regardless of the due date for the semester they complete their degree requirements.

9. Students that have balances not paid in full prior to the due date for the term will have a hold status on their account. Tuition Deferment Plans will be allowed to register but if left unpaid prior to the due date will result in dropped classes for the next term The hold will be removed when the account is paid in full. Hold status results in a student's inability to register for the next semester, obtain transcripts or diplomas. Payment Plan due dates are carefully made so that registration does not interfere as long as payments are made on time.

10. Students that become financially delinquent and fail to clear their account by the end of the semester will have their student account turned over to collections. If an account is referred to a collection agency or attorney, the student will be liable for all attorney fees, court costs and collection fees as allowed by law. Students that would like to re-enroll at Queens after having been in collections will be asked to pre-pay all tuition and fees with guaranteed funds before being allowed to register for the upcoming term.

11. Students wishing to apply for financial assistance should visit the Student Financial Services website or call 704-337-2225.

Withdrawal and Financial Obligations

The policies and procedures below apply to all undergraduate and graduate students. Students who enroll in multiple programs must follow that program's calendar for each class. Additional information is available in the Office of Student Financial Services or on the Queens web site.

Dropping a Course

When a course is dropped during the Drop/Add period there is no record of that registration, and no tuition is charged for that course. After the Drop/Add period has ended, a student leaving a class must formally withdraw from the course in order to receive a status of "W." Dropping a course must be done through the Registrar's office.

Abandoning a Course

A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class.

Withdrawal from a Course

There is no refund of tuition for withdrawal from an individual course unless the withdrawal results in zero enrolled credit hours. A withdrawal must be done through the Registrar's office.

Withdrawal From All Classes / From The University

Withdrawal-Academic Ineligibility

A student determined by the Student Qualifications Committee to be academically ineligible to return will receive a refund if the student has made payments or has a credit balance toward the next term's tuition and fees. Such decisions are made at the end of each term.

Withdrawal

Students who withdraw from the University effectively leaving Queens, will have tuition, room and board adjusted. Please see the adjustment schedule below. Student's must withdraw through the Registrar's office for the appropriate adjustment.

Tuition, Room and Board Adjustments

Tuition, Room and Board adjustments will be made according to the following schedule for the standard 15-week semester. The first week of the semester is the seven-day period that begins on the first day of class as stated on the academic calendar. Students enrolled in a mini session within the 15 week semester follow a condensed refund schedule for that mini-session.

Period of Withdrawal	Adjustment
Week 1	100%
Week 2	75%
Week 3 and 4	50%
Week 5 and 6	25%

WITHDRAWAL AND AID ELIGIBITY

If a student withdraws from all classes or withdraws from the University, it may be required that all or a portion of the student's assistance be returned to the originating source. The amount to be returned from all aid sources is determined according to Federal and University regulations and policies. A detailed copy of the refund worksheet is available upon request from the Office of Student Financial Services.

Students who determine that dropping classes or withdrawing from Queens University of Charlotte is necessary should realize that their student account may be impacted. It is highly suggested that they consult with Student Financial Services to determine if the drop or withdrawal will result in the reversal of financial aid. Any balance created as a result of the reversal of financial aid in addition to any existing student account balance will require payment. Refunds issued to students during the term of withdrawal

may be due in part or full to the University as a result of a withdrawal. Student receiving refund checks should \contact the Student Financial Services offices to determine if the check should be returned. **All balances are due and payable at the time of withdrawal for all students.**

APPEALS

Students may send appeals regarding financial obligations to the Financial Policy Committee via fpc@queens.edu. Appeals should be detailed and well written. They must come directly from the student via his or her Queens email. Appeals must be submitted no later than two weeks following the end of the affected semester. Supporting documentation should be included when relevant. The Financial Policy Committee meets on a monthly basis. Students will be notified in writing via their student email of the appeal decision. Appeal decisions made by the Financial Policy Committee are final.

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Nancy McNelis, *Assistant Provost and Managing Director, External Relations*
Thomas Angelo, *Assistant Provost and Director, Faculty Excellence*
Bonnie Stoffel, *Executive Assistant to the Provost*
Anne Ashworth, *Administrative Assistant to the Provost*
Lisa Morgan, *Administrative Assistant*

Admissions - School of Graduate & Continuing Studies
Holly Boyd, *Senior Director*
April Ables, *Admissions Advisor*
Jakita Cofer, *Admissions Advisor*
Erin Lester, *Admissions Advisor*
Brandon McMillan, Data Coordinator
Megan Wilson, *Admissions Advisor*

Admissions - Traditional Undergraduate Program
Jazmane Brown, *Admissions Director*
Chelsea Bonham, *Assistant Director, Admissions*
Taylor Florio, *Assistant Director, Admissions*
Audrey Horne, *Data and Communications Coord.*
Holly Milanese, *Guest Experience Coordinator*
Christian Miller, *Associate Director, Admissions*
Caitlin O'Rourke, *Assistant Director, Admissions*
Brandi Patterson, Senior *Asst. Director, Admissions*
Jonathan Sims, *Senior Asst .Director, Admissions*
Sara Utterback, *Admissions Counselor*

Blair College of Health and Presbyterian School of Nursing
Tama L. Morris, *Interim Dean, Blair College of Health and Director of Presbyterian School of Nursing and Associate Professor of Nursing*
James Beach, *Assistant Dean, Presbyterian School of Nursing & Director of Student Services*
Jennifer Smith, *BSN, Simulation Support Specialist*
Rachel Tsiamis, *Compliance Coordinator*
Nancy Metzger, *Administrative Assistant*
Julia Putnam, *Administrative Assistant*

Campus Planning and Services
Bill Nichols, *Vice President, Campus Planning and Services*
Troy Luttman, *Associate Vice President, Design and Construction*
Meredith Price, *Campus Planning and Services Coordinator*

Cato School of Education
Tosha Arriola, *Director of the Teaching Fellows Program*
Cynthia Crenshaw, *Education & Licensure Advisor*

The Center for Advancement of Faculty Excellence
Thomas Angelo, *Assistant Provost & Director, Center for Advancement of Faculty Excellence*
John A. McArthur, III, *Director, Online Faculty Services*

Center for International Education
Angie Edwards, *Director, International Education*
Sidra Freeman, *International Education Advisor*
Kimberly Prucha, *Office Coordinator*

Center for Active Citizenship
Pat Taft, *Director*

Center for Student Success
Vacant, *Associate Dean*
Kristina Siarzynski-Ferrer, *Director, Academic Advising*
Elsa Arteaga, *Academic Advisor, Health Professions*
Jennifer Daniel, *Writing Resources Coordinator*
Lauren Marin, *Academic Advisor*
Karen Franklin, *Director, Student Disability Services*
Kathleen Morelli, *Student Success Assistant*

Chaplain
J. Diane Mowrey, *University Chaplain*
Katherine Murphy, *Associate Chaplain*

College of Arts & Sciences
Alexa Royden, *Interim Dean of the College of Arts & Sciences and Associate Professor of Political Science,*
Sally Hyatt, *Assistant Dean, College of Arts & Sciences*
Badriah Cho, *Biology Lab Assistant*
Haley Frey, *Lab Technician and Greenhouse Operations Manager*
Buffa Short, *Administrative Assistant*
Vanessa Whitley, *Office Manager*

Conference and Event Services
Tamara Osborne, *Director*
Lauren Bowen, *Event Logistics Assistant*
Tim Dixon, *Media Specialist*
Jonathan Stephens, *Media Services Assistant*
Jane Wiley, *Media Specialist*

Enrollment Management
Brian Ralph, *Vice President for Enrollment Management*
Ginger Marr, *Assistant to the Vice President & Manager of Presidential Relations*

Everett Library
Vacant, *University Librarian*
Sharon Barham, *Cataloging and Access Specialist*
Rachel Kate Carter, *Evening Services Manager*
Joli McClelland, *Instructional Design Librarian*
Julia Oldham, *Administrative Assistant*
Martin Olsen, *Systems and Electronic Resources Librarian*
D. Sherrill Shiraz, *Patron Services Librarian*

External Relations
Nancy McNelis, *Assistant Provost & Managing Director for External Relations*
Julia Walton, *Director, Queens Learning Institute*

Finance and Business
Matt Packey, *Chief Financial Officer and Vice President of Administration*
Mary Alice Boyd, *Director of Treasury and Risk Management*
Jennifer Hausch, *Controller-Director of Accounting & Reporting*
Laquisha Julius, *Accountant*
Tricia Lawrence, *Grant Accountant*
Dawn Hileman, *Staff Accountant*
Regina Betz, *Administrative Assistant*

Hayworth School of Graduate and Continuing Studies
Emily C. Richardson, *Dean of the School of Graduate and Continuing Studies*
Maura Conway, *Executive Assistant*
Erin DeBell, *Coordinator of Online Learning*

Health and Wellness Center
Faye Campbell, *Physician, Board Certified Internist*
Jill Perry, *Director, Health & Wellness Center*
Elizabeth Davant, *Associate Director*
Adrienne Erby, *Counselor*
Harold Hutchison, *Counselor*
Nancy Lastreto, *Office Manager*
Melissa Santander, *Registered Nurse*

Human Resources
Teri Orsini, *Director, Human Resources & Title IX Coordinator*
Kevin Ussery, *Benefits Specialist*
Jane Young, *Payroll Specialist*

Information Technology Services
Brian Baute, *Chief Information Officer*
Michael Anderson, *Data Center Analyst*
Da'Charles Battle, *Data Center Analyst*
Jorge Chinchilla, *Director of Enterprise Application Services*
James Deem, *Systems Specialist*
Brandon Estes, *Systems Specialist*
Bruce Heldman, *Manager of Network and Systems Services*
Glenn Loomer, *Systems Specialist*
Quendale Martin, *Network Analyst*
Kevin McQueen, *Technical Support Specialist*
Mark Price, *Director, User Support Services*
Robert Smith, *Technical Support Specialist*

Institutional Effectiveness & Research
Chandler Barrett, *Director of Research and Sponsored Programs*
Tracy Gunn, *Research Analyst*
Anna-Maria Koranteng, *Assessment Coordinator*

Internship & Career Programs
Angela Tsuei-Strause, *Director of Internship & Career Programs*
Mary Beth Faulkner, *Internships Manager*
Katy Green, *Assistant Director*

Knight School of Communication
Eric Freedman, *Dean of the Knight School of Communication and Professor of Communication,*
Jennifer Hull, *Community Coordinator*
Bob Page, *Web Editor*
Cheryl Ruziska, *Administrative Assistant*

Levine Center for Wellness & Recreation
Randall Goble, *Assistant Athletics Director and Director, Levine Center*
Veda Sargent, *Assistant Director*

Marketing & Community Relations
Rebecca Anderson, *Vice President for Marketing & Community Relations*
Jennifer Johnson, *Associate Vice President for Marketing*
Laura Belanger, *New Media Designer*
Lisa Noakes, *Director of Communications and Public Relations*
Whitney Combs, *Marketing Director*
Eric Hill, *Director, Internet Marketing & Development*
Sharon Leonetti, *Creative Director*
Dana Robles, *Marketing Traffic Manager*
Regina Betz, *Administrative Assistant*

Master of Fine Arts in Creative Writing
Michael Kobre, *Co-Director of the MFA Program*
Fred Leebron, *Co- Director of the MFA Program*
Melissa Bashor, *Program Coordinator*

McColl School of Business
Ronald Shiffler, *Dean of the McColl School of Business and Professor of Quantitative Business Analysis*
Alison Hiltz, *Director, School Executive Leadership Academy*
William Berry, *Director, EMBA Program*
Catterina Calderon, *Program Administrator*
Candace Cane, *Program Manager*
Linda Christopherson, *Executive Director, Executive Leadership Institute*
Amanda Gibson, *Director Professional Development Center*
Elizabeth Henderson, *Director of Admissions*
Bob Mobley, *Assistant Dean for Operations*
Christina Pak, *Program Manager*
Jennifer Shoemaker, *Program Manager, Leadership Initiatives*
Marcia Stefan, *Program Administrator*
Pamela Reid, Office Manager

Music, Theatre & Dance
Stephanie Lawrence-White, *Chair*
Gerald Colbert, *Theatre Production Director*
Anna Catherine Fowler, *PT Music Therapy Practicum Supervisor*
Sarah Tomkinson, *Department Coordinator*
Meg Johnson, *Music Therapy Clinical Coordinator*
Stacey Surratt, *Music Therapy Practicum Supervisor*

President's Office
Pamela Davies, *President of the University*
Tamara Burrell, *Executive Director of Presidential Relations*
Julie Langlois, *Executive Assistant to the President*

Public Safety and Campus Police
Raymond Thrower, *Assistant Vice President*
Linda Hammaker, *Office Manager*
Mac Cable, *Chief of Police*
William Duncan, *Campus Police Sergeant*
Jean Macon, *Campus Policy Sergeant*
Jose Calderon, *Campus Police Officer*
Lorrie Crosby, *Campus Police Officer*
Mark Litjes, *Campus Police Officer*
Terri Oxford, *Campus Police Officer*
Trent Reed, *Campus Police Officer*
Donald Rousseau, *Campus Police Officer*
Kristine Bohon, *Campus Police Dispatcher*
Victoria Long, *Campus Police Dispatcher*
Richard Smith, Coord. *Parking & Transportation*
Robert Denson, *Driver, PT*
Ismael Fuentes, *Driver, PT*
Veronica Grier, *Driver, PT*
Tommy Link, *Driver, PT*
Anthony Martin, *Driver, PT*
Harrell Reynolds, *Driver, PT*
Johnie Roach, *Driver, PT*
Clyde Teeter, *Driver, PT*

Registrar
Linda Fleischman, *Registrar*
Brandeis Green, *Associate Registrar*
Andrea Brown, *Academic Records Specialist*
April Metzler, *Academic Records Specialist*
Joan Raney, *Software Specialist*
Sally Stapleton, *Coordinator, Technology & Online Services*

Student Athletics
Jeannie King, *Director of Athletics*
Tim Burke, *Asst. Athletics Director for*

Student Services and Compliance
Cherie Swarthout, *Asst. Athletics Director for External Operations*
Randall Goble, *Asst. Athletics Director and Director, Levine Center*
Sam Puryear, *Director of Golf Operations and PGM*
Phylicia Short, *Director Sports Information & Media Relations*
Stephanie Withey, *Director, Athletics Marketing & Promotion*
Robbie Garriett, *Administrative Coordinator*
Darin Tyson, *Sports Complex Manager & Strength Coach*

Coaches and Trainers
Tsehaye Baney, *Asst. Head Couch, Cross Country*
L.T. Batiste, *Head Athletic Trainer/Senior Women's Administrator*
Julika Blankenship, *Head Coach, Women's Lacrosse*
Nancy Capps, *Assoc. Head Coach, Women's Golf*
Oliver Carias, *Head Coach, Men's Soccer*
Ashlee Crewe, *Asst. Coach, Softball*
Luke Duffy, Asst. Coach, Women's Soccer, PT
Jeff Dugdale, *Head Coach, Swimming and Aquatics Director*
Megan Duran, *Asst. Coach, Women's Basketball*
Tammi Fries, *Asst. Coach, Volleyball*
Jim Fritz, *Head Coach, Men's Lacrosse*
Clare Gaeng, *Asst..Coach, Women's Lacrosse*
Michael Haber, *Asst. Athletic Trainer*
Melanie Helterbran, *Head Coach, Softball*
Brett Karpman, *Head Coach, Tennis*
Caitlyn Kerins, Assistant Athleic Trainer
Grant Leonard, *Asst Coach, Men's Basketball*
John Long, *Assistant Coach, Swimming*
Jason Lundy, *Head Coach, Men's Basketball*
Jovan Miller, *Asst. Coach, Men's Lacrosse PT*
Sarah Morris, *Asst Coach, Cross Country & Track and Field*
Rebecca Rich, *Asst. Athletic Trainer*
Michael Rowse, *Asst.Coach, Men's Lacrosse*
David J. Short, *Asst. Coach, Men's Soccer*
Rob Stevens, *Asst. Coach, Tennis*
Katie Talbert, *Head Coach, Women's Soccer*
Lori Townsend, *Head Coach, Cheerleading, PT*
Jim Vahrenkamp, *Head Coach, Cross-Country & Track and Field*
Peter Verhoef, Asst. Coach, Swimming and Aquatics Coordinator
Lettie Wilkes, *Head Coach, Volleyball*
Susan Yow, Head Coach, Women's Basketball

Student Financial Services
Christy Majors, *Assistant Vice President, Student Financial Services*
Robert Altenburg, *Student Accounts Coordinator*
Trisha Barker, Assistant *Director of Financial Aid*
Nancy Buchanan, *Senior Director of Financial Aid*
Christine Claypool, *Counselor*
Gwendolyn Danner, *Counselor*
Christine Gilbride, *Counselor*
Jesse Hernandez, *Systems Specialist*
Karen Hilton, *Student Accounts Coordinator*
Sue Honeycutt, *Financial Aid Coordinator*
Colleen Krantz, *Financial Aid Coordinator*
Brandee Norwood, *Counselor*
Lesley Rivers, *Counselor*
Lee Tabor, *Director of Student Accounts*

Student Life
John P. Downey, *Dean of Students*
Amber Perrell, *Assistant Dean of Students*
Ann Hanford-Fields, *Student Services and Program Coordinator*
Erin Fox, *Director, Student Activities*
Patrick Motter, *Director, Campus Recreation*
Johnnie Ravenell, *Director of Guest and Campus Relations*
Zach Thomas, *Director of Diversity & Inclusion*
Edward Young, *Director, Residence Life*
Leigh Davis, *Asst. Director, Student Activities*
John Hohenstein, *Asst. Director, Residence Education*
Sarah Mitchell, *Asst. Director, Residence Life Selection and Training*
Betty Davis, *Housekeeper*

University Advancement
James Bullock, *Vice President for University Advancement*
Diane Bonsall, *Administrative Assistant*

Alumni Programs and Annual Giving
Adelaide Davis, *Associate Vice President, Alumni Relations & Planned Giving*
Laura Beth Ellis, *Assistant Vice President, Annual Giving/Constituent Relations*
Meghann Goddard, *Assistant Director, Alumni Relations and Special Events Coordinator*
Emily Pinkerton, *Director of Alumni Relations*

Jane Williams, *Assistant Director, Annual Giving*
Jamie Yearwood, Directory, Annual Giving

Development
Elizabeth Kiser, *Associate Vice President and Director of Development*
Elizabeth Clegg, *Director of Donor Relations*
Cynthia Manshack, *Executive Director of Advancement Service & Research*
Shakella Mays, *Advancement Services Coordinator*
Patricia Renguso, *Administrative Assistant, Advancement*
Beth Sauls, *Director, Advancement Services*
Laura Sutton, *Director of Advancement Communications*
Patrick Lynch, *Director, McColl Excellence Fund & Special Project*

QUEENS UNIVERSITY OF CHARLOTTE

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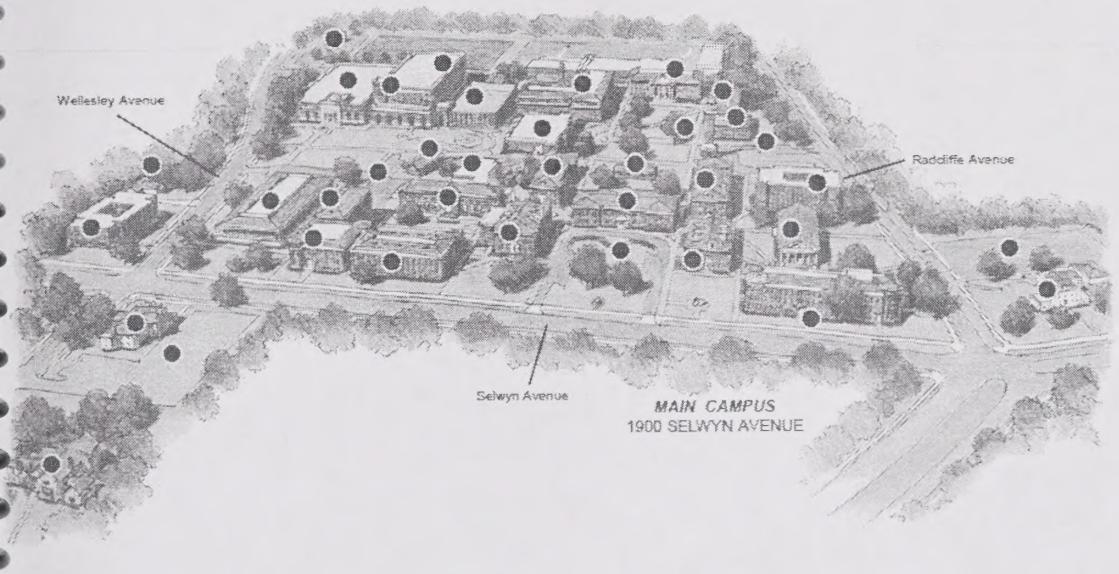

Parking

A. Harris Welcome Center Lot
B. Evans Clock Tower Circle
C. Burwell Circle
D. Parking Deck A
E. South Parking Deck
F. Soccer Lot
G. Fine Arts Center Lot
H. Withers Lot

1. Harris Welcome Center
   1830 Queens Road
2. Rogers Hall
   1834 Selwyn Avenue
3. Belk Chapel
   1840 Selwyn Avenue
4. Albright Residence Hall
   2234 Radcliffe Avenue
5. Jernigan Hall
   1850 Selwyn Avenue
6. Hayes Residence Hall
   2232 Radcliffe
7. Evans Clock Tower
8. Stultz Building
   2210 Radcliffe Avenue
9. Belk Residence Hall
   2214 Radcliffe Avenue
10. Hall Brown Overcash Residence Hall
    2216 Radcliffe Avenue
11. Blair House
    2224 Radcliffe Avenue
12. Burwell Hall
    1900 Selwyn Avenue
13. McEwen Hall
    1912 Selwyn Avenue
14. Watkins Hall
    2222 Radcliffe Avenue
15. Everett Library
    2220 Radcliffe Avenue
16. Wireman Residence Hall
    2218 Radcliffe Avenue
17. Walker Hall
    1920 Selwyn Avenue
18. Morrison Hall
    2227 Welles Avenue
19. Trexler Student Center
    2227 Wellesley Avenue
20. Tillet Building
    2225 Wellesley Avenue
21. Sykes Learning Center
    1928 Selwyn Avenue
22. Dana Hall
    1928 Selwyn Avenue
23. South Residence Hall
    2205 Wellesley Avenue
24. Levine Center for Wellness and Recreation
    2201 Wellesley Avenue
25. E. H. Little Fine Arts Center
    2319 Wellesley Avenue
26. Health and Wellness Center
    2217 Wellesley Avenue
27. Barnhardt Residence Hall
    2328 Wellesley Avenue
28. Withers House
    2025 Selwyn Avenue
29. President's House
    2038 Roswell Avenue

QUEENS UNIVERSITY OF CHARLOTTE

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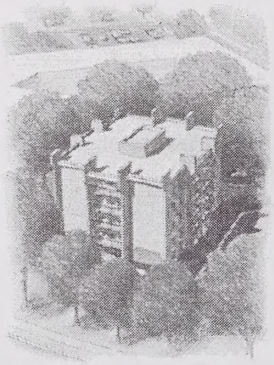
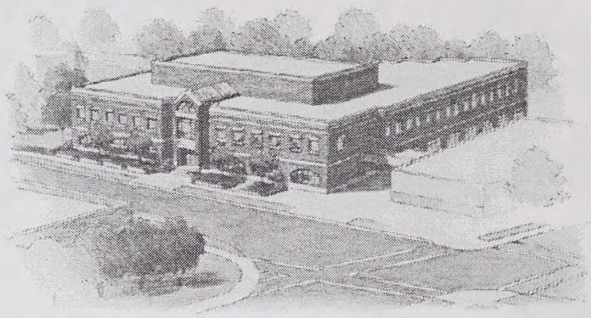
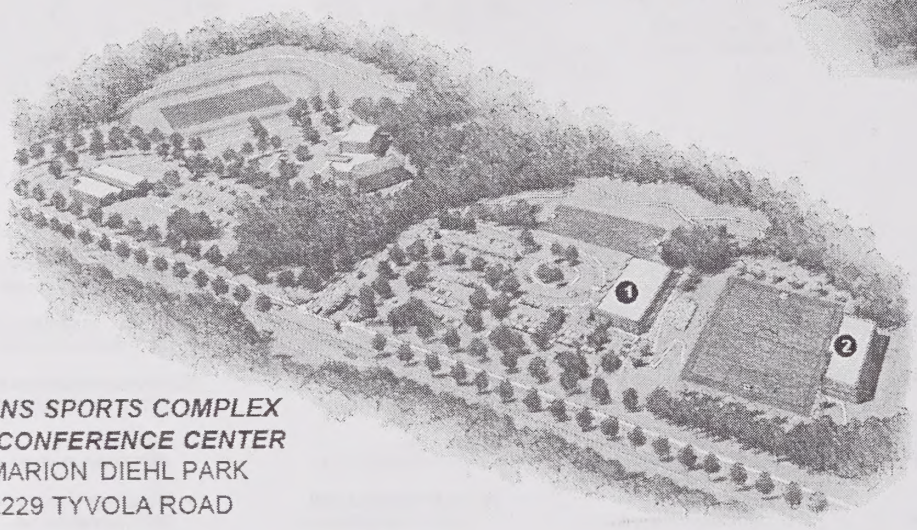
NORTH RESIDENCE HALL
1333 QUEENS ROAD



5TH STREET CAMPUS
1901 FIFTH STREET





QUEENS SPORTS COMPLEX AND CONFERENCE CENTER
AT MARION DIEHL PARK
2229 TYVOLA ROAD

1. Welcome Center
2. Field House